

STATE OF NEW YORK

# NINTH ANNUAL REPORT

OF THE

# EDUCATION DEPARTMENT

FOR THE SCHOOL YEAR ENDING JULY 31, 1912

TRANSMITTED TO THE LEGISLATURE FEBRUARY 3, 1913

ALBANY

NEW YORK STATE EDUCATION DEPARTMENT

1913

STATE OF NEW YORK  
EDUCATION DEPARTMENT

Regents of the University  
With years when terms expire

1913	WHELAN REID M.A. LL.D. D.C.L.	<i>Chancellor</i>	New York
1917	ST CLAIR MCKELWAY M.A. LL.D. D.C.L.	<i>Vice Chancellor</i>	Brooklyn
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1914	PLINY T. SEXTON LL.B. LL.D.		Palmyra
1915	ALBERT VANDER VEER M.D. M.A. Ph.D. LL.D.		Albany
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1920	EUGENE A. PHILBIN LL.B. LL.D.		New York
1916	LUCIUS N. LITTAUER B.A.		Gloversville
1921	FRANCIS M. CARPENTER		Mount Kisco
1923	ABRAM I. ELKUS LL.B.		New York
1924	ADELBERT MOOT		Buffalo

Commissioner of Education

ANDREW S. DRAPER LL.B. LL.D.

Assistant Commissioners

AUGUSTUS S. DOWNING M.A. L.H.D. LL.D. *First Assistant*  
CHARLES F. WHEELOCK B.S. LL.D. *Second Assistant*  
THOMAS E. FINEGAN M.A. Pd.D. LL.D. *Third Assistant*

Director of State Library

JAMES I. WYER, JR., M.L.S.

Director of Science and State Museum

JOHN M. CLARKE Ph.D. D.Sc. LL.D.

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Public Records, THOMAS C. QUINN  
School Libraries, SHERMAN WILLIAMS Pd.D.  
Statistics, HIRAM C. CASE  
Visual Instruction, ALFRED W. ABRAMS Ph.B.  
Vocational Schools, ARTHUR D. DEAN B.S.



# STATE OF NEW YORK

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No. 26

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## IN ASSEMBLY

FEBRUARY 4, 1913

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### NINTH ANNUAL REPORT OF THE EDUCATION DEPARTMENT

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STATE OF NEW YORK  
EDUCATION DEPARTMENT

*Albany, February 3, 1913*

*Honorable Alfred E. Smith*

*Speaker of the Assembly, Assembly Chamber, Albany, N. Y.*

SIR: Pursuant to law, the annual report of the Education Department is herewith submitted to the Legislature.

Very respectfully yours

ST CLAIR McKELWAY

*Vice Chancellor of the University*

ANDREW S. DRAPER

*Commissioner of Education*



# New York State Education Department

## NINTH ANNUAL REPORT

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NINTH ANNUAL REPORT

NEW YORK STATE EDUCATION DEPARTMENT

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## INTRODUCTION

The past year has been notable in the educational annals of the State by reason of the completion and dedication of the Education Building. The formal dedicatory exercises occurred October 15, 16, and 17, 1912, and were attended by many prominent educators from this country and abroad, as well as by others closely identified with other lines of State progress. A volume containing all the addresses delivered at the dedication and a complete account of the proceedings has been issued as a supplement to this report.

For many years the work of the Department has been seriously impaired because of inadequate quarters. In addition, several of the divisions have been widely scattered, which was not only inconvenient but also added to the difficulty of administration. After the Capitol fire the Department was necessarily further scattered and the offices more crowded. The work was continued without interruption, however, and in as thorough a way as possible at the quarters in the State Normal College and in other buildings assigned to the Department. With the occupancy of the new building come not only adequate facilities for conducting the Department business, but likewise increased responsibilities. It is expected that the administration of the State's educational system, extending not only to the common schools but to the high schools, colleges, professional schools, and in varying degrees to practically all educative organizations within our borders, will be more thorough and more comprehensive. It is expected that the entire educational work of the State will be dignified and exalted by reason of the occupancy of this home for all the culturing activities of the people. Its influence will be felt in the remotest sections of the State and beyond our borders and will react upon innumerable educational organizations.

Not only are the facilities for the administrative work of the Department greatly increased by the occupancy of the new building, but for the first time there are afforded adequate quarters for the State Library and the State Museum. These two branches of the educational work of the State will be made more useful and will reach out to every corner and every community of the State. They will become more than mere repositories for the State's collections of books and scientific curios, and will perform a definite and useful work for all the people.

The attendance upon all grades of schools in the State continues to increase, the total for the last school year reaching 1,956,365. Of this number 1,329,925 were enrolled in elementary schools, 180,010 in secondary schools, 10,838 in normal and training schools, and 41,381 in higher institutions and professional schools. In addition it is estimated that there were 225,000 pupils in attendance at private schools not reporting to this Department. The school census indicates that nearly four-fifths of the children between the ages of five and eighteen live in the cities of the State. The registration in the rural districts for the last school year shows a decrease of 1113, while the registration in the cities increased by 21,924. The number of teachers employed to give instruction to this school population seems to increase about in proportion to the increase in attendance. There were last year in the elementary schools 39,256 teachers, in the secondary schools 7097, in the normal and training schools 516, and in the higher institutions 5031.

The total net value of the property of all schools reporting to the Department is \$391,036,587. The greater part of this is invested in the common elementary schools and in the universities and colleges, the value of the former being \$175,167,988, and of the latter \$142,073,779. The value of the college property shows an increase for the year of nearly fifteen million dollars, due especially to a readjustment of values in New York City. The colleges expended during the year \$2,040,030 for new buildings.

The total expenditure for the school year was about five million dollars more than for the preceding year. Of the total sum of \$83,896,254.97, there was expended for elementary schools \$50,189,438.43, for public high schools \$9,569,177.11, for academies \$4,000,603.05, for higher institutions \$17,927,942.92, for vocational schools \$324,438.62, and the balance for Indian schools and evening schools. The total cost of maintaining the public schools was \$59,063,976.38, an increase of \$5,825,837.06 over the preceding year. More than half of this increase was for teachers' salaries alone, and was the largest increase for this purpose for any one year in the history of the State. The average annual salary in the rural districts was \$465.71, and in the cities \$1167.62. Of the money expended in the State last year for the maintenance of the public schools, \$7,471,491.58 was appropriated by the Legislature, and the balance was raised by local taxation. The people of the State tax themselves more freely and more willingly for the support of their schools than for any other purpose. This amount does not include special appro-



priations for the Education Building, the restoration of the State Library, or for the construction of the State Normal School at Oswego.

The most marked advance in the educational work of the State, at least so far as indicated by figures, has been in vocational training. During the past school year there were more than three times as many vocational schools as in the preceding year, the property increased 95 per cent, the registration 95 per cent, and the average attendance 115 per cent. The State has endeavored to recognize the demand for vocational training without eliminating the book studies, and has evolved a plan whereby the old and the new have been harmonized.

There has also been a marked increase in agricultural work in the public schools, and several vacation schools are now being conducted in the cities.

The first year's experience under the law providing for professional supervision of the rural schools has proved the wisdom and necessity of the change. While there has not been a sufficient trial of the plan to accomplish all that is expected will eventually be done, yet it is already evident that the work in our rural schools has been made more effective and that the standards have been raised.

Capable and sincere district superintendents are able to do much for the schools in their territory if they take advantage of the authority and opportunity given to them. The Department proposes that so far as possible children living in the rural communities will have as great educational advantages and opportunities as city children.

This Department is charged with the supervision of the entrance requirements to the various professions, and with the licensing of the candidates for practice. The work is constantly increasing and has already become voluminous. During the past year there has been added to the professions already within the Department's jurisdiction those of certified shorthand reporting and chiropody. The Department has been thoughtfully engaged in an effort to raise the professional standards in the State, and marked progress has been made during the past year, especially in medicine.

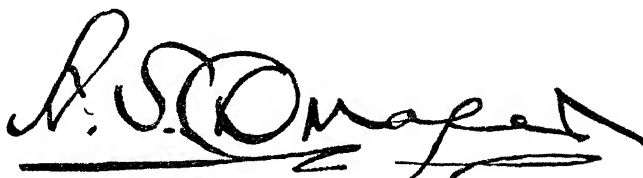
The organization of the State Teachers Retirement Fund Board and the first orders for the payment of annuities occurred during the year. The cities of Niagara Falls and Schenectady, which had been maintaining local annuity funds, came under the supervision

of the State board. The number of annuitants, including thirteen received from these two cities, is at present twenty-three. The law seems to be meeting with general satisfaction among the great majority of teachers of the State.

This report should not be submitted without reference to the death of the Hon. Whitelaw Reid, the distinguished Chancellor of the University of the State of New York, which occurred December 15, 1912. Chancellor Reid left his post as United States ambassador to Great Britain in October and returned to this country to preside at the dedication of the new Education Building. He returned to London immediately after the dedicatory exercises, and was soon stricken with the illness which proved fatal. Chancellor Reid had long been prominent in the educational work of the State and has had a decided influence in shaping our educational policy. He was elected to the Board of Regents January 17, 1878 and had served continuously since that time. In 1902 he was chosen Vice Chancellor and upon the reorganization of the Board after unification in 1904 he became the Chancellor.

The detailed report of the work of the Department for the school year ending July 31, 1912, which this report covers, will be found on the succeeding pages. As last year, the body of the report consists of discussions and statements by the three assistant commissioners, having supervision respectively of higher, secondary, and elementary education, and of the directors and chiefs of the fifteen divisions of the Department. The Journal of the Board of Regents and the judicial decisions of the Commissioner of Education, with the usual statistical tables and information, complete the report.

Respectfully submitted



*A. V. O'Connell*  
*Commissioner of Education*

# I ELEMENTARY EDUCATION

PREPARED BY  
THOMAS E. FINEGAN

*Third Assistant Commissioner of Education*

The field of elementary education, under the division of work in the Education Department, includes the following: the elementary schools of cities and villages, the rural schools, the intermediate vocational schools of the seventh and eighth grades, the schools for the deaf and the blind, the schools on the Indian reservations, the general direction of the work under the Syllabus for Elementary Schools, the training classes organized in the high schools in which teachers are trained for the rural schools, the training schools maintained in cities in which teachers are trained for the elementary schools of such cities, the ten State normal schools, the certification of teachers in the public schools of the State, the supervision of the enforcement of the compulsory attendance law and all other matters relating to the supervision and management of the elementary schools of the State. Very much relating to the details of this field of the work of the Education Department will be found in the reports of division chiefs. This report will treat only in a general way of the accomplishments of the year and will present suggestions and recommendations on some of the important questions affecting public education which are now prominently before the public.

## A CENTURY OF PUBLIC SCHOOLS

The termination of the past school year marked the completion of a century's continuous existence of the public school system of the State. The year 1912 is therefore an important year in the educational history of the State. The State gave the event suitable recognition in the dedication of the Education Building on October 15th, 16th and 17th, setting apart as it did a separate building for the exclusive use of the Education Department. The event should also be properly observed by the schools throughout the State some time during the year. Washington's birthday, February 22, 1913, is suggested as a suitable date, and it is further suggested that on this date the school officers and teachers in every district and city in the State hold appropriate public

exercises in honor of the one hundred years' service which the schools have rendered the State. During the past year 1,457,391 children have been in attendance upon the public schools of the State; 44,193 teachers have been employed to give these children instruction and the work of such instruction has been supervised by 298 superintendents; \$59,063,976.38 was expended in support of these schools and \$205,508,543 is invested in public school buildings and their equipment.

It seems proper on the one-hundredth anniversary of the organization of the school system of the State to refer briefly in this report to the life and services of two men who were leaders in the fight in the Legislature for the enactment of a law establishing a common school system and also to the man who organized such system after it was authorized by law. The first two men are Jedediah Peck and Adam Comstock and the third is Gideon Hawley.

The influence of these men put into effective operation the philosophy of educational democracy so consistently and forcibly advocated by such leaders of public opinion in the early years of our statehood as Clinton, Jay and many others.

#### JEDEDIAH PECK

Jedediah Peck was one of the great leaders in the movement in the early history of our State for the establishment of a system of common schools. No man made a greater contribution to this project than he. Mr Peck was born at Lyme, Connecticut, on January 28, 1748. He was a man of limited education, was lacking in culture and possessed no gifts as a public speaker or debater. He was, however, a man of great power, was keen and resourceful in business and political methods, decisive but sound in his judgment, skilful in organizing and managing men and therefore a controlling power in his own county and a man of great influence in the State. His unquestioned integrity and his high ideals in private and public life increased his strength with the people.

He served in the Revolutionary army from 1775 to 1779 and in 1790 settled in the town of Burlington, Otsego county. He became a strong opponent of the Federal party and an ardent and devoted follower of Jefferson. His aggressive opposition to the Federalist leaders and his strong advocacy of the Jeffersonian principles resulted in his arrest in 1798 under the alien and sedi-

tion laws for circulating petitions against that law. It is said that he always carried with him his saddle bags in which he kept a supply of political papers for distribution where his literature might be of service and that on Sundays and other times he would hold public meetings and would also preach.

Upon his indictment in 1798, he was arrested and taken to New York City in irons to await his trial. He was never tried but upon the repeal of the law was released and returned to his home. This incident made him a martyr and it also made him the leader of the Jeffersonian or Republican party in his county. Much prominence was given his arrest by the Anti-Federalists and political writers have said that the incident had great influence in overthrowing the Federal party.

Mr Peck's military service was not restricted to the Revolutionary War. Although nearly seventy years of age, he enlisted under Colonel Stranahan in the War of 1812, participated in the battle of Queenstown and received honorable mention in the official report of that battle.

He served in the State Legislature eleven years—seven years, from 1798 to 1804, in the Assembly and four years, from 1804 to 1808, in the Senate. He introduced a bill for the abolition of imprisonment for debt which later became a law. While he served as State senator, he became a member of the Council of Appointment.

His greatest service to the State, however, was through his efforts in behalf of the measure to establish a system of common schools. The temporary school act of 1795 authorized appropriations for the support of common schools for a period of five years. These appropriations ceased in 1800 and were not then renewed. The renewal of such appropriations and the enactment of a law for the permanent organization of a common school system was one of the great questions before the people and the Legislature of the State during the first decade of the nineteenth century. In 1803 and in 1804 Mr Peck introduced bills in the Legislature to reestablish common schools, but the measure failed. In 1811 Governor Tompkins recommended that a commission be appointed to consider the whole question of the establishment of a State system of common schools and the Legislature authorized the Governor to appoint such commission. The Governor appointed the following: Jedediah Peck, John Murray, jr, Samuel Russel, Roger Skinner and Samuel Macomb.

The report of the committee which was submitted to the Legislature, and also the bill which accompanied such report, are generally regarded as having been the work of Mr Peck. This bill was enacted into law and became the foundation of our present school system. The report which was submitted to the Legislature by this commission is so inaccessible now and is such a notable educational document that it is printed here in full. It is as follows:

*Monday, February 17th, 1812.*

*The house met pursuant to adjournment.*

A message from his excellency the Governor, delivered by his private secretary, was read, and is in the words following, to wit:

GENTLEMEN: Pursuant to the power, vested in me, by the act passed April 9, 1811, Jedediah Peck, John Murray, junior, Samuel Russel, Roger Skinner and Robert Macomb, were appointed Commissioners, to report a system for the organization and establishment of Common Schools. The system they have devised, is now submitted to the consideration of the Legislature.

DANIEL D. TOMPKINS.

Albany, Feb. 17, 1812.

To D. D. Tompkins, Governor, &c.

THE Commissioners appointed, "to Report a system for the organization and establishment of Common Schools, and the distribution of the interest of the School Fund, among the Common Schools of this state," beg leave to present the accompanying report and draught of a bill.

JOHN MURRAY, Jun., *Chairman.*

ROBERT MACOMB, *Sec'y.*

Albany, February 14, 1812.

*The Commissioners appointed by the Governor, pursuant to the Act passed April 9th, 1811, to report a system for the organization and establishment of Common Schools and the distribution of the interest of the School Fund among the Common Schools of this state, beg leave respectfully to submit the following*

Report —

PERHAPS there never will be presented to the legislature a subject of more importance than the establishment of common-schools. Education, as the means of improving the moral and intellectual faculties, is, under all circumstances, a subject of the most imposing consideration. To rescue man from that state of degradation to which he is doomed, unless redeemed by education; to unfold his physical, intellectual, and moral powers; and to fit him for those high destinies which his Creator has prepared for

him, cannot fail to excite the most ardent sensibility of the philosopher and the philanthropist.—A comparison of the savage that roams through the forest, with the enlightened inhabitant of a civilized country, would be a brief, but impressive representation, of the momentous importance of education.

It were an easy task for the commissioners to show, that in proportion as every country has been enlightened by education, so has been its prosperity. Where the heads and the hearts of men are generally cultivated, and improved, virtue and wisdom must reign, and vice and ignorance must cease to prevail. Virtue and wisdom are the parents of private and public felicity, vice and ignorance of private and public misery.

If education be the cause of the advancement of other nations, it must be apparent to the most superficial observer of our peculiar political constitutions, that it is essential, not to our prosperity only, but to the very existence of our government. Whatever may be the effect of education on a despotic, or monarchical government, it is not absolutely indispensable to the existence of either. In a despotic government the people have no agency whatever, either in the formation or in the execution of the laws. They are the mere slaves of arbitrary authority, holding their lives and property at the pleasure of uncontrolled caprice. As the will of the ruler is the supreme law, fear, slavish fear, on the part of the governed, is the principle of despotism. It will be perceived readily, that ignorance on the part of the people can present no barrier to the administration of such a government; and much less can it endanger its existence. In a monarchical government the operation of fixed laws is intended to supersede the necessity of intelligence in the people. But in a government like ours where the people is the sovereign power; where the will of the people is the law of the land, which will is openly and directly expressed; and where every act of the government, may justly be called the act of the people, it is absolutely essential that that people be enlightened. They must possess both intelligence and virtue; intelligence to perceive what is right, and virtue to do what is right. Our republic, therefore, may justly be said to be founded on the intelligence and virtue of the people. For this reason it is with much propriety, that the enlightened Montesquieu has said, "in a republic the whole force of education is required."

The commissioners think it unnecessary to represent in a stronger point of view, the importance, and absolute necessity of education, as connected either with the cause of religion and morality, or with the prosperity and existence of our political institutions. As the people must receive the advantages of education, the enquiry naturally arises, how this end is to be attained. The expedient devised by the legislature, is the establishment of common-schools which being spread throughout the state, and aided by its bounty, will bring improvement within the reach and power of the humblest citizen. This appears to be the best plan that can be devised, to disseminate religion, moral-

ity and learning throughout a whole country. All other methods, heretofore adopted, are partial in their operation, and circumscribed in their effects. Academies and universities, understood in contra-distinction to common-schools, cannot be considered as operating impartially and indiscriminately, as regards the country at large. The advantages of the first are confined to the particular districts in which they are established; and the second, from causes apparent to every one, are devoted almost exclusively to the rich. In a free government, where political equality is established, and where the road to preferment is open to all, there is a natural stimulus to education; and accordingly we find it generally resorted to, unless some great local impediments interfere. In populous cities, and the parts of the country thickly settled, schools are generally established by individual exertion. In these cases, the means of education are facilitated, as the expenses of schools are divided among a great many. It is in the remote and thinly populated parts of the state, where the inhabitants are scattered over a large extent, that education stands greatly in need of encouragement. The people here living far from each other, makes it difficult so to establish schools, as to render them convenient or accessible to all. Every family, therefore, must either educate its own children, or the children must forego the advantages of education.

These inconveniences can be remedied best by the establishment of common-schools, under the direction and patronage of the state. In these schools should be taught, at least, those branches of education which are indispensably necessary to every person in his intercourse with the world, and to the performance of his duty as a useful citizen. Reading, writing, arithmetic, and the principles of morality, are essential to every person, however humble his situation in life. Without the first, it is impossible to receive those lessons of morality, which are inculcated in the writings of the learned and pious; nor is it possible to become acquainted with our political constitutions and laws; nor to decide those great political questions, which ultimately are referred to the intelligence of the people. Writing and arithmetic are indispensable in the management of one's private affairs, and to facilitate one's commerce with the world. Morality and religion are the foundation of all that is truly great and good, and are consequently of primary importance. A person provided with these acquisitions, is enabled to pass through the world respectably and successfully. If, however, it be his intention to become acquainted with the higher branches of science, the academies and universities established in different parts of the state, are open to him. In this manner, education, in all its stages, is offered to the citizens generally.

In devising a plan for the organization and establishment of common-schools, the commissioners have proceeded with great care and deliberation. To frame a system which must directly affect every citizen in the state, and so to regulate it, as that it shall obviate individual and local discontent, and yet be generally beneficial, is a task, at once, perplexing and arduous. To avoid the imputation of local



partiality, and to devise a plan, operating with equal mildness and advantage, has been the object of the commissioners. To effect this end they have consulted the experience of others, and resorted to every probable source of intelligence. From neighboring states, where common-school systems are established by law, they have derived much important information. This information is doubly valuable, as it is the result of long and actual experience. The commissioners by closely examining the rise and progress of those systems, have been able to obviate many imperfections, otherwise inseparable from the novelty of the establishment, and to discover the means by which they have gradually risen to their present condition.

The outlines of the plan, suggested by the commissioners, are briefly these. That the several towns in the state, be divided into school districts, by three commissioners, elected by the citizens qualified to vote for town officers: That trustees be elected in each district, to whom shall be confided the care and superintendence of the school to be established therein: That the interest of the school-fund be divided among the different counties and towns, according to their respective population, as ascertained by the successive census of the United States: That the proportion received by the respective towns, be subdivided among the districts, into which such towns shall be divided, according to the number of children in each, between the ages of five and fifteen years inclusive: That each town raise, by tax, annually, as much money as it shall have received from the school-fund: That the gross amount of monies received from the state and raised by the towns, be appropriated, exclusively, to the payment of the wages of the teachers: That the whole system be placed under the superintendence of an officer, appointed by the Council of Appointment. These are the great outlines of the plan; the details will appear more fully by the annexed sketch of a law, submitted to the consideration of the legislature.

This being the plan devised by the commissioners, let us next enquire what means the legislature have assigned to carry it into effect. This will be explained by a reference to the report of the comptroller of the state, made to the legislature, the 11th of February instant. By this it appears that the SCHOOL-FUND is composed of the following items:

Bonds and mortgages for part of the consideration money of lands sold by the Surveyor-General.....	\$240,370.67
3000 shares of the capital stock of the Merchants' Bank.....	150,000.00
300 shares of the capital stock of the Hudson Bank..	15,000.00
Mortgages for loans.....	101,924.52
Bond of Horatio G. Spafford and sureties for a loan..	3000.00
Bond of the Mechanics' Bank in the city of New-York	10,000.00
Arrears of interest due on the bonds and mortgages of the fund.....	35,831.13
Balance in the Treasury on the 31st December, 1811, belonging to this fund.....	2338.37

Dolls. 558,464.69

## REVENUE.

The revenue of the School-Fund for this year is estimated at \$45,216.95 arising from the following sources.

Annual interest on bonds and mortgages.....	\$21,766.95
Dividends on bank stock.....	14,850.00
Probable collections from persons refusing to do military duty . . . . .	1600.00
Proceeds of the Clerk's Office of the Supreme Court..	7000.00
	<hr/>
	45,216.95

It further appears, by the same report, that of the 500,000 acres of land which are directed, by law, to be sold for the benefit of the school-fund, the Surveyor-General has already sold 198,507  $\frac{65.9}{1000}$  acres, leaving 301,492  $\frac{34.1}{1000}$  acres yet to be appropriated to that purpose. As soon as this fund shall have produced a revenue of \$50,000, that revenue, by the act of April 2d, 1805, is to be divided among the different counties of the state.

It will readily be perceived by the legislature that if the common-school establishment, were intended to be maintained by this fund exclusively, the fund would fall far short of being adequate to the object. A brief statement will make this fact very apparent.

Let us suppose that the school-fund were arrived at that point, when by law it is to be divided — There will then be 50,000 dollars of public money to be distributed among the schools; and as, by the contemplated plan, a sum is to be raised, annually, by tax, equal to the interest of the school-fund, the gross amount of monies which the schools will receive, will be \$100,000. There are in this State, 45 counties, comprising, exclusively of the cities, 449 towns. It will be very evident, therefore, that the proportion of each town must necessarily be small. As, however, the school-districts are authorised to raise, by tax, a sum sufficient to purchase a lot, on which the school-house is to be built; to build the school-house; and to keep the same in repair; and as the school-monies are devoted, exclusively, to the payment of the teacher's wages, the sum, however small, which each district will be entitled to, will be, from these considerations, so much the more efficacious. It will however, be evident to the legislature, that the funds appropriated, by the state, for the support of the common-school system, will, alone, be very inadequate: And the commissioners are of opinion, that the fund in any stage of it, even when the residue of the unsold lands shall be converted into money bearing an interest, never will be alone adequate to the maintenance of common-schools; as the increase of the population, will probably be, in as great, if not a greater ratio, than that of the fund. But it is hardly to be imagined, the legislature intended that the state should support the whole expence of so great an establishment. The object of the legislature, as understood by the commissioners, was to rouse the public attention to the important subject of education, and by adopting a system of common-schools, in the expence of which the state would

largely participate, to bring instruction within the reach and means of the humblest citizen—And the commissioners have kept in view the furtherance of this object of the legislature: for by requiring each district to raise, by tax, a sum sufficient to build and repair a school-house; and by allotting the school-moneys solely to the payment of the teacher's wages, they have, in a measure, supplied two of the most important sources of expence. Thus every inducement will be held out to the instruction of youth.

As to the particular mode of instruction best calculated to communicate to the young mind the greatest quantity of useful knowledge, in a given time, and with the least expence, the commissioners beg leave to observe, that there are a variety of new methods lately adopted, in various parts of Europe, of imparting instruction to youth, some of which methods have been partially introduced into the United States. The Lancastrian plan, as it is called, which has lately been introduced into some of the large towns of the United States, merits the serious consideration of the legislature. As an expeditious and cheap mode of instructing a large number of scholars, it stands unrivalled. And the subjoined certificates of the trustees of the New-York Free-School, together with those of divers tutors, carry with them the evidence of its vast utility and success. The commissioners, therefore, recommended that a number of Lancaster's books, containing an account of his mode of teaching, &c. be printed, by order of the legislature, and distributed among the several towns in this state with the annexed certificates of recommendation.

The legislature will perceive, in the system contained in the bill submitted to their consideration, that the commissioners are deeply impressed with the importance of admitting, under the contemplated plan, such teachers only, as are duly qualified. The respectability of every school must necessarily depend on the character of the master. To entitle a teacher to assume the control of a school, he should be endowed with the requisite literary qualifications not only, but with unimpeachable character. He should also be a man of patient and mild temperament. "A preceptor," says Rousseau, "is invested with the rights and takes upon himself the obligations of both father and mother." And Quintilian tells us "that to the requisite literary and moral endowments, he must add the benevolent disposition of a parent."

To enable a teacher to perform the trust reposed in him, the above qualifications are indispensable. When we consider the tender age at which children are sent to school; the length of the time they pass under the direction of the teachers; when we consider that their little minds are to be diverted from their natural propensities, to the artificial acquisition of knowledge; that they are to be prepared for the reception of great moral and religious truths; to be inspired with a love of virtue and a detestation of vice; we will forcibly perceive the absolute necessity of the above qualifications in the master. As an impediment to bad men getting into the schools, as teachers, it is made the duty of the town-inspectors strictly to en-

quire into the moral and literary qualifications of those who may be candidates for the place of teacher. And it is hoped that this precaution aided by that desire which generally prevails of employing good men only will render it unnecessary to resort to any other measure.

The commissioners at the same time that they feel impressed with the importance of employing teachers of the character described, cannot refrain from expressing their solicitude as to the introduction of proper books into the contemplated schools. This is a subject so intimately connected with a good education, that it merits the serious consideration of all who are concerned in the establishment and management of schools. Much good is to be derived from a judicious selection of books, calculated to enlighten the understanding not only, but to improve the heart. And as it is of incalculable consequence to guard the young and tender mind from receiving falacious impressions, the commissioners cannot omit mentioning this subject as a part of the weighty trust reposed in them. Connected with the introduction of suitable books, the commissioners take the liberty of suggesting that some observations and advice touching the reading of the Bible in the schools might be salutary. In order to render the sacred volume productive of the greatest advantage, it should be held in a very different light from that of a common school-book. It should be regarded as a book intended for literary improvement not merely, but as inculcating great and indispensable moral truths also. With these impressions, the commissioners are induced to recommend the practice introduced into the New-York Free-School, of having select chapters read at the opening of the school in the morning, and the like at the close in the afternoon. This is deemed the best mode of preserving the religious regard which is due to the sacred writings.

It will naturally occur to the legislature, as the interest of the school-fund is to be divided every year among the counties and towns as soon as it shall amount to 50,000 dollars annually, that this sum must be forth-coming on a fixed day, annually, to meet the contingencies for which it is appropriated. Without a certainty in the payment of the annual appropriation, the whole system will be impeded in its operation. By a recurrence to the report of the Comptroller, it will appear that the greatest part of the revenue of the school-fund arises from sources which preclude the probability of certainty in the receipt. The interest arising from monies loaned on mortgage, the net proceeds of the offices of the clerks of the supreme court, &c. cannot be counted on with any certainty as to time. This inconvenience must be, in some way, remedied. And the most advisable method that occurs to the commissioners will be, by the annual appropriation, by the state, of a sum equal to the interest of the school-fund, the state having recourse to the debtors of the fund for arrears of interest for its reimbursement.

The commissioners have deemed it proper to recommend to the legislature the appointment of an officer, whose duty it shall be to superintend, generally, the interests, and watch the operations of

the common-school system. They are induced to this measure by the consideration that the system is sufficiently important to justify the measure.

The commissioners cannot conclude this report without expressing, once more, their deep sense of the momentous subject committed to them. If we regard it as connected with the cause of religion and morality merely, its aspect is awfully solemn. But the other view of it, already alluded to, is sufficient to excite the keenest solicitude in the legislative body. It is a subject, let it be repeated, intimately connected with the permanent prosperity of our political institutions. The American empire is founded on the virtue and intelligence of the people. But it were irrational to conceive that any form of government can long exist without virtue in the people. Where the largest portion of a nation is vicious, the government must cease to exist, as it loses its functions. The laws cannot be executed where every man has a personal interest in screening and protecting the profligate and abandoned. When these are unrestrained by the wholesome coercion of authority, they give way to every species of excess and crime: One enormity brings on another, until the whole community becoming corrupt, bursts forth into some mighty change, or sinks at once into annihilation. "Can it be," said Washington, "that providence has not connected the permanent felicity of a nation with its virtue? The experiment, at least, is recommended by every sentiment which ennobles human nature."

And the commissioners cannot but hope, that that Being, who rules the universe in justice and in mercy, who rewards virtue and punishes vice, will most graciously deign to smile benignly on the humble efforts of a people in a cause purely his own; and that he will manifest his pleasure in the lasting prosperity of our country.

JEDIDIAH PECK, JOHN MURRAY, Jun. SAM'L. RUSSEL, ROGER SKINNER, ROBERT MACOMB,	}	<i>Commissioners.</i>
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*Dated Albany, February 14, 1812.*

#### ADAM COMSTOCK

Adam Comstock was a native of Rhode Island and did not settle in this State until 1785, when he took up his home in Schenectady and the next year became a resident of Corinth, Saratoga county. For the remainder of his life he lived successively at Ballston, Milton, Greenfield and Hadley, Saratoga county, and died at Corinth in 1829, at the ripe old age of eighty-nine. He rendered great service to his country as a soldier, a public official and a citizen of high ideals. He served with distinction during the Revolutionary War, rose to the rank of colonel and gave great

support to Washington in the trying hours at Valley Forge. He was elected to the Assembly of this State in 1792 and served in that body for twelve successive years. For three years, from 1805 to 1808, he served as State senator and as a member of the Council of Appointment. He also served as justice of the peace of the town of Greenfield and as associate judge of the court of common pleas.

During his legislative career he gave active support to all educational measures and united the power of his influence with that of Mr Peck to bring about the permanent establishment of a common school system. When the act of 1795, which provided for the organization of common schools and the apportionment of State funds for a period of five years, was about to expire, he offered the following resolution in the Assembly, on March 25, 1800:

Resolved, That the act for the encouragement of schools, passed the 9th day of April, 1795, ought to be revised and amended; and that out of the annual revenue arising to this State from its stocks and other funds, the sum of \$50,000 be annually appropriated for the encouragement of schools, for the term of five years.

This resolution was adopted by a vote of fifty-seven to thirty-six. It appears that the resolution did not pass the Senate, for on April 3d of the same year the substance of such resolution was inserted in the annual supply bill on motion of Mr Comstock. This motion was adopted by a vote of fifty-one to thirty-five. Opposition to this provision of the supply bill appeared in the Senate and it was stricken out of such bill in that body by a vote of nineteen to sixteen.

When the bill was returned to the Assembly, that house refused to concur in the action of the Senate by the close vote of forty-two to forty-one. But on the day previous to the closing day of the Legislature, the bill in the form amended by the Senate was adopted in the Assembly. The vigorous fight which was made by Mr Comstock, however, in behalf of the reestablishment of common schools was the means of keeping the importance of the subject before the people and was pressing the issue nearer to the time when it should receive favorable consideration.

Mr Comstock had retired from active public life before the commission appointed in 1811 reported to the Legislature of 1812 in favor of the establishment of a common school system. It is interesting to know, however, that his son, Oliver C. Comstock, represented the county of Seneca in the Assembly at that time and

gave support to the great proposition which had been one of the chief objects which his father had earnestly sought to accomplish during his legislative life. That Adam Comstock should have been so strongly in favor of providing educational facilities for the children of the State may be accounted for in part by the fact that, when all his children were gathered together at his own fireside, they numbered seventeen.

#### GIDEON HAWLEY

The law of 1812 which established our common school system created the office of Superintendent of Common Schools. This was the first state supervisory school office ever created in America. Gideon Hawley was the first person chosen to fill this office and he served from January 14, 1813 to February 22, 1821. He was selected by the Council of Appointment. Although Mr Hawley was born in Huntington, Connecticut, on September 26, 1785, he became a resident of Saratoga county nine years thereafter and was educated in and became one of the most distinguished citizens of the State. Graduated from Union College in 1809, he took up the study of law, was admitted to the bar and began the practice of his profession in the city of Albany. At the age of twenty-eight he assumed the responsibility of organizing and putting into operation throughout the State a system of common schools which should afford the facilities for educating the future citizens of a great state. It was due in a large measure to his patience, genius, skill and statesmanship that the enterprise proved a success and that the organization of the common school system of the State was placed upon a permanent foundation.

Superintendent Hawley was not only interested in the common schools of the State but he was also interested in the higher forms of education in that early period. On March 25, 1814, or a little over a year after he was elected superintendent of common schools, he was also elected secretary of the Board of Regents and served in such position until 1841. He was elected a Regent in 1842 and continued in that office until his death in 1870. He also served as trustee of the Albany Academy and of the Albany Female Academy and as a member of the executive committee of the Albany State Normal School. He was also a trustee of the Smithsonian Institute at Washington for fifteen years. In other professional and business capacities he served as master of chan-

cery, injunction and taxing master, secretary of the Albany Insurance Company, director of the Mohawk and Hudson (later known as the Albany and Schenectady) Railroad Company, the first chartered railroad in the State, and as the financial officer of the Utica and Schenectady Railroad Company.

His greatest service to the State, however, was in organizing a common school system whose essential foundation principles are as deeply embedded in the hearts of the people at the close of a century as when they were first enunciated. The people themselves were not ungrateful for his unselfish devotion to their interest. When it became known in 1821 that the Council of Appointment for purely political reasons had chosen a successor to Superintendent Hawley, a wave of popular disapproval swept over the State and with such force and effect that within three months from the date of that action the Legislature abolished the office of Superintendent of Common Schools and conferred the duties of that office upon the Secretary of State. In 1833 in recognition of his services in the field of public education, Rutgers College conferred on him the degree of LL.D.

At the close of Superintendent Hawley's eight years of service, 6323 school districts had been organized and, from the 5489 of these which had reported, it appeared that there were 317,633 children between the ages of five and fifteen and that of these 304,549 had been under instruction in these schools during portions of the year. It further appeared that in about one-half of the towns of the State the number of children who had attended school was in excess of the total number of children in such towns between the ages of five and fifteen. This meant, of course, that a large number of children above the age of fifteen attended school. In the State as a whole the number of who attended school was nineteen-twentieths of the aggregate number of children between the ages of five and fifteen. Superintendent Hawley had also discovered the weaknesses of the system and had recommended remedial legislation. The Legislature recognized the soundness of his views and incorporated them into the law.

In 1851 Deputy Superintendent Samuel S. Randall spoke as follows of the estimate of the services of Superintendent Hawley:

To no individual in the State are the friends of common school education more deeply indebted for the impetus given to the cause of elementary instruction in its infancy, than to Gideon Hawley. At a period when everything depended upon organization, upon supervision, upon practical acquaintance with the most minute details, and upon a patient, persevering, laborious



process of exposition, Mr Hawley united in himself all the requisites for the efficient discharge of the high functions devolved upon him by the Legislature. From a state of anarchy and confusion, and complete disorganization, within a period of less than eight years, arose a beautiful and stately fabric, based upon the most impregnable foundations, sustained by an enlightened public sentiment, fortified by the best and most enduring affections of the people and cherished as the safeguard of the State—the true palladium of its greatness and prosperity. Within this brief period the number of school districts had more than doubled, and the proportion of children annually participating in the blessing of elementary instruction, increased from four-fifths to twenty-four twenty-fifths of the whole number residing in the State of a suitable age to attend the public schools. When we take into view the disadvantages under which every new and untried system must, of necessity, labor before it can be commended to general adoption, and consider the immense variety of interests which were, to a greater or less extent, affected by the stringent provisions of the act of 1812, and its subsequent amendments, we can not fail of being surprised at the magnitude of the results which developed themselves under the administration of Mr Hawley. The foundations of a permanent and noble system of popular education were strongly and securely laid by him, and we are now witnessing the magnificent superstructure which, in the process of a quarter of a century, has been gradually upbuilt on these foundations.

#### THE ORGANIZATION OF CITY SCHOOL SYSTEMS

The annual report of last year gave special consideration to the organization of city school systems. The report urged the importance of divorcing as far as possible the management of the schools of the several cities of the State from the purely municipal affairs. The recommendation was made that the law regulating the local management of the city schools should be taken from city charters and be incorporated in the general Education Law. The suggestion was made that three articles might be provided—one for cities of the first class, one for cities of the second class and a third for all other cities of the State. This suggestion has been received with much favor by men responsible for the administration of school affairs in cities and has received much favorable comment from the public press.

The annual meeting of the Council of School Superintendents, held at Albany October 14 to 16, 1912, devoted one evening to the sole consideration of this subject. A paper upon this question was read by the Third Assistant Commissioner of Education and discussed by the superintendents. The opinion appeared to be unanimous among the several superintendents present that the plan proposed was sound, that it would lead to great improvement in the administration of the school systems of the cities of

the State and that the Council of Superintendents should earnestly support legislation intended to effect such results. Accordingly the committee on legislation was instructed to cooperate with the Education Department and the other educational organizations of the State to the end that legislation to accomplish this purpose should be obtained. The paper which was read by the Third Assistant Commissioner at this meeting proposed that the general outline of the organization for the government of the schools in the several cities of the State should be based upon the following:

1 The laws regulating the management of the schools in the cities of the State should never be incorporated in city charters but should be included in the general Education Law. Three separate articles might be provided, one for each of the three classes of cities.

2 There should be an absolute divorcement of the school affairs of the city from the other municipal and political activities of the city.

3 There should be a clear line of demarcation between the business management of the schools and the direction of the professional work of the schools.

4 There should be an unpaid board of education consisting of about seven members who are not experts in school work. The number for New York City may necessarily be larger. The term of office of these members might be seven years, one member being appointed annually. These members should be appointed by the mayor without confirmation, or should be elected at a general election held on a date specifically set for such purpose. This board should be in charge of the business management of the schools.

5 The professional management of the schools should be under the direction of the superintendent and his assistants. The assistants to the superintendent, supervisors and directors of special work, and all teachers and employees should be appointed by the board of education on the nomination of the superintendent.

6 Municipal authorities should be required to include in the tax budget annually a specified minimum amount for the maintenance of the schools. The funds set apart for the schools should be under the absolute control of the board of education.

7 The selection of sites, the preparation of plans for new buildings and the construction of such buildings, repairs and additions

to buildings, etc. should be under the control of the board of education.

8 Teachers should be appointed from a list of eligible candidates in the order of their merit; should be removable on charges and should be retired on annuities.

9 Provision should be made for the proper medical and dental examination of children.

10 Ample playgrounds for and playrooms in all school buildings should be provided. Open-air schools and vacation schools should be established as a regular part of the public school system. State aid toward this work should be allotted on an equitable basis.

### VACATION SCHOOLS

Every city and village in the State should maintain, as a part of the regular school system, vacation schools, sometimes called summer schools. Such schools could even be provided in the rural regions if several districts would combine and hold one school. Many children living in the cities and large villages are not physically strong and should go into the country during the hot months of July and August to recuperate their strength and be prepared for the next year's work. The vacation school is not, of course, intended for this class of children.

The great majority of the children of the State do not leave their homes during vacation periods. We annually turn upon the streets from the schools of the State more than one million children to roam at their discretion for eight or ten weeks without proper guidance. For many causes, large numbers of these leave school deficient in their year's work. Many others who are in strong physical condition could make advancement in their studies if proper facilities were afforded and thus decrease their period of school life. Proper means of recreation or of play and a supply of the right kind of literature to read are unprovided for the majority of those who remain at home. This is a great injustice to these children and a great injury to organized society.

Our school system possesses the organization and the necessary facilities to furnish such instruction as any of these children may desire, to provide wholesome recreation for all of them, to supply proper literature and books and, moreover, to teach them how to use their vacation periods to get the most pleasure and the greatest improvement possible out of them. A great public school system which is generally responsive to the needs of the

people and which is reasonably progressive will not fail to grasp this great opportunity for the advancement of the moral and intellectual life of the children of the State.

The public schools did not lead in this movement. Organized agencies of various kinds first instituted this work and it gradually received attention in all parts of the country. These charitable or private associations have accomplished much in this direction. The public has become interested in the movement and the public school authorities are beginning to appreciate their obligations in this respect and their opportunity for vital service to the children. It is poor business policy to nail up the doors of the schoolhouses of the State, which represent an investment of two hundred million dollars, and receive no benefit or returns whatever from the use of that vast sum for eight or ten weeks in the year.

During the past summer vacation schools were maintained in the following fourteen cities of the State:

Auburn	Niagara Falls
Buffalo	Poughkeepsie
Ithaca	Rensselaer
Jamestown	Rochester
Mount Vernon	Syracuse
New Rochelle	Yonkers
New York	Watertown

These schools were maintained for periods of from six to eight weeks. In some cities the schools were organized almost solely to assist backward pupils. In these schools the work was quite similar to the regular school work but shorter hours' attendance was required. In other cities, about one-half of the daily session was devoted to book work and the other half to playground work. In one city the entire time was given to playground work and in another the whole work related to vocational training. The reports from these cities are unanimous on the desirability of the work, that pupils generally enjoyed it and that it was not a tax upon their physical strength. As much of this work as may be possible should be given in the open air, using the parks and the playgrounds. It has seemed well to incorporate in this report brief statements from some of the superintendents of the cities which maintained these schools to show what such schools actually accomplished.

Superintendent Hervey of Elmira reported for their first trial an enrolment of 166 and an average attendance of 160.72. He also reports that 99 pupils save one-half of a year's work.

Superintendent Boynton's report for Ithaca showed that a large number who were deficient in work for the year by reason of illness and many who were backward made up their work and proceeded with their classes in September. He also reported that several who were in this school made one term's work and on entering school in September were advanced that term, thus shortening their school course and saving valuable time.

Superintendent Taylor of Niagara Falls reported that over 200 children gained one-half of a year through the work of these schools.

Superintendent Hughes of Syracuse reported that the purpose of these schools was to strengthen the backward pupils and that the results accomplished showed the experiment to have been one of the best things which the schools have undertaken.

Superintendent Gorton of Yonkers reported an attendance of 2250 and stated, "We have conducted vacation schools several years and, in my judgment, they are valuable to the community. We have kindergartens and classes in woodworking for boys, chair-caning for both boys and girls, sewing and dressmaking for girls and this year had classes in the trade schools. I am confident that much good is accomplished by these schools."

Superintendent Tisdale of Watertown reported that one vacation school was maintained for those pupils who had failed of promotion in their regular work and that 90 per cent of these made up their work.

Special teachers, should, of course, be employed for these schools. Those employed in the regular school work during the year generally need to rest during this period. The attendance of children should not be compulsory. The successful execution of this plan will involve additional playgrounds and playground equipment and other expenditures. Liberal appropriations should therefore be made for this division of public school work. The school authorities of cities and villages are urged to give this question careful consideration and to formulate their plans during the year for the opening of as many of these schools as may be possible in the summer of 1913. This work is of sufficient importance to justify the State in encouraging its extension by an apportionment of State funds on some equitable basis.

#### CONTINUATION SCHOOLS

The proper use of the time of a child between fourteen and sixteen years of age is of fundamental importance to the welfare

not only of the child but of the State as well. Children between these years should either be at profitable work which will keep them alive mentally or they should be in school, which should achieve the same results. The State already assumes the supervision of hours of labor, of sanitary conditions in the factory and of the use of certain dangerous machinery. If the State assumes this supervision over the physical welfare of the child, why should it not assume the more important function of the supervision of the conditions and opportunities of the child's mental or intellectual development and apply such corrective measures as experience has shown to be proper and advisable both in the interests of the child and the State?

Under the compulsory attendance law, a child between fourteen and sixteen years of age who has not obtained an employment certificate issued under the provisions of the labor law, and who is not lawfully engaged in some useful employment or service and who lives in a city or village of five thousand or more population, must attend school during the entire time such school is in session.

A child residing in a city of the first or second class, who is in possession of a labor certificate and has not completed the course of study required for graduation from the elementary public schools of such city and has obtained neither a certificate of graduation from such elementary public school course nor the Regents preacademic certificate issued by the Education Department upon the completion of such elementary course of study, must attend the public evening school for not less than six hours each week for a period of not less than sixteen weeks, or attend a trade school for eight hours each week for sixteen weeks during each year.

This requirement often operates as a hardship upon such child. The physical strength of a large number of these children is often overburdened by the enforcement of this provision of the law. A child of this tender age who works during the day is entitled to rest or to seek wholesome and reasonable recreation during his evenings. It is questionable whether even a child who is strong physically should have such burden placed upon him.

A child of this age who is forced by home conditions to become a wage-earner is entitled to receive additional education and such education as will be of the most service to him. The child is not only entitled to this privilege but it is the duty of

the State to protect him in this right. If he is to receive additional instruction, he is entitled to receive it in the day time and when he is fresh and in such mental and physical condition as to get the most out of such instruction. The adjustment on this point must be to meet the convenience and need of the child and not the convenience and needs of the employer. The law should specifically recognize the rights of the child by providing that an employer shall accord him the right of absence during the day at such hours as the school authorities shall specify to receive this instruction. The time will come when we shall look with humiliation upon a statute that has demanded such exactions upon child life as the present requirement in relation to attendance upon night schools.

The continuation school idea proposes that no child between fourteen and sixteen is to be employed in the trades and industries in villages and cities, unless the employer is ready and willing to allow such child the privilege of attending one of these schools for six hours a week. These schools are to be a part of the public school system and such attendance must be in the day time. This plan should be arranged so that no hardship will be inflicted on the employer. He would not be denied the privilege of employing children between these ages. The children themselves would not be denied the opportunity of earning money.

It should be the policy of the State to prohibit any child from going to work until he has the elements of a fundamental education and has acquired by training and school experience some knowledge of the vocation he enters. Little is accomplished for the child or the State by keeping a child between fourteen and sixteen in school if he is not interested or if he is not led into a vocation, when the child himself has no desire for higher education. It is equally difficult to provide preparatory industrial training which will enlist the interests of both parents and pupils, when it is known that many parents can not afford to keep their children in school. At present the State says that the youth may go to work at fourteen years of age if he can read, write and figure. It does not ask him what he is going into, how long he is going to stay at it, what he knows about the vocation he enters, or what preparation he has had for it. Few children have the good fortune to get into the store or shop that offers means of self-development. Industry is said to require young

people who perform unskilled work at low wages. But if industry continues to disregard the fundamental aim of human society, which is to increase human wealth, it becomes a danger not only to the State but also in the end to itself.

The proper method of providing an education for the large body of children between fourteen and sixteen who are required to work is to establish a system of continuation schools which provide for an equitable distribution of the responsibilities for instruction between the shop or store in which the youth is employed, and the school in which he may be expected to attend for a few hours a week, all the bookwork in the school being applied directly to the business in which he finds himself when the trade at which he is working calls for any special knowledge, while the shop or store itself supplies the commercial atmosphere. In this way boys and girls in our industrial centers will be receiving vocational training, and will not be neglected as they necessarily will be if the State considers only the scheme of vocational training which includes only general industrial, vocational courses in high schools and day trade schools which are carried on in the day time.

Information recently given out by the Bureau of Education at Washington is to the effect that the largest public school building in Europe is the new continuation school at Vienna; and that of the \$18,300,000 expended for public education in Scotland during the past year, \$840,000 was for continuation schools.

New York will surely not fail to realize her great opportunity and obligation in this respect. The law should be amended by providing that the establishment of a continuation school shall entitle a city to a quota of five hundred dollars. These schools would then be upon the same basis of State aid as vocational and trade schools.

#### INTERMEDIATE VOCATIONAL SCHOOLS

Intermediate industrial schools are increasing in number. At present there are twenty-three such schools with a total enrolment of 1821 pupils who are taking the full vocational course. These schools have 66 teachers and are located as follows:

	SCHOOLS	ENROLMENT
Albany .....	2	193
Buffalo .....	4	534
Hudson.....	1	80
Rochester .....	3	328



	SCHOOLS	ENROLMENT
Schenectady .....	3	140
Utica .....	1	75
Yonkers .....	2	92
Herkimer .....	1	26
Hudson Falls .....	1	80
Lansingburg .....	1	95
North Tarrytown .....	1	30
Owego .....	1	55
Waterford .....	1	28
Waverly .....	1	65

Besides the regular classes in the strictly vocational schools, there are 425 pupils who have the privilege of using the equipment and who are receiving instruction in manual training when the vocational teacher has a spare period.

Five-twelfths of the school program is given over to laboratory and drawing instruction, and the remainder, or seven-twelfths, is devoted to book studies corresponding in grade and educational value to the regular seventh and eighth grade work. The bookwork, however, differs from the regular grade work in one respect, namely, that the activity work of the pupil is intended to furnish a motive for a proper correlation of book studies with shop and drawing work. The shop, drawing and laboratory work differ with the sex considered.

The graduates of these schools have the equivalent of eight years of elementary school training and have open to them four avenues of choice: (*a*) entrance to the traditional courses of the high school; (*b*) entrance to the vocational courses or departments which are being established in connection with high schools; (*c*) entrance to trade schools where the specific trades are taught; (*d*) entrance to the vocation itself with some knowledge of industry, with conviction based upon experience that they are suited to industrial work, with some fitness for it, and because of this preparatory training, with more possibility for success.

#### AGRICULTURE IN THE RURAL SCHOOL

Agriculture as a distinct science or group of sciences should not be included in a curriculum for pupils under fourteen years of age. There are, however, many facts and principles in agriculture of which use should be made in the education of every country boy and girl even before they have been six years in school. Some of these ideas may be gained outside of school.

Others must come from the activities of the school itself. This incidental and fundamental instruction is concerned with the community business, which is agriculture. It may, for the time being, be necessary to include much of this work under a separate head and call it by any one of several names, as nature study. In these schools where one teacher handles all grades an entire day, there is unlimited opportunity to make agricultural teaching an integral part of all activities of the school.

At about the age of twelve, each boy attending a rural school should be encouraged to produce some farm crop. He should be directed to use the best methods known to modern science. Potato, corn, cabbage or other growing clubs are excellent means of promoting this work with the boys. Bread-baking, pie-baking, cake-making, sewing or other clubs offer excellent means of directing girls in the practical side of homemaking. These boys and girls should pay much attention to the "how" and some attention to the "why," that is, much attention to the art and some attention to the science. They should have an opportunity to learn something about the business of farming and the business of homemaking. A definite place should be made in the program for such work. The aim of this instruction should not be to enter into the detailed science but to give a general view of these two important vocations. It is not intended that reading, writing, and English are to be neglected, but it is intended that, in an agricultural community, the subject of agriculture should have consideration as a regular part of the school work. The term "elementary agriculture" may be applied to these activities, as this and not advanced agriculture must be the character of the work in these schools.

It can not be expected that each district school teacher will be a specialist in agriculture and homemaking. Each one should be in sympathy with country life. The district superintendent is expected to be a specialist in rural education. His term of office is five years. He knows the conditions and opportunities of his district. He is on duty during the summer months when schools are closed. He is thus in a position to organize clubs, fair exhibits, and contests, and instruct the teachers as to the necessary local work. Many superintendents are organizing the work on these lines. The superintendent should also be interested in establishing one or more courses of agriculture and homemaking in the schools of his district. A specialist should be employed to

give instruction in these courses; in addition he should also attend meetings of rural teachers and give them instruction on the best ideas and practices in elementary agriculture as it should be presented in the rural schools.

The chief aim of this work is therefore to assist in developing in country boys and girls proper estimates of the value of country life. If they chance to leave the country and go to the city, it will not be the fault of the school system in failing to point out the possibilities involved in the business of farming. If on the other hand, through this instruction in elementary agriculture, they are led to see that the business of farming has much in it of value to themselves and to the State, such instruction has paved the way for them to enter the high school courses in agriculture and has opened up the point of view with reference to farm life which may lead them on to the State College of Agriculture. If they fail to reach these higher courses of study but remain on the farm, this instruction in elementary agriculture should make them more zealous in the investigation of scientific agriculture as they grow older and in the application of correct principles of farming.

The State might well afford to pay a supervisory quota of five hundred dollars to every town which employs an agricultural expert, holding a special agricultural certificate issued under the regulations of the Education Department, to direct the agricultural work of the schools of a town under the direction of the district superintendent.

#### OPEN-AIR SCHOOLS

One of the most recent movements in public school work is the establishment of open-air schools. These schools are intended for anemic children and for those who have a predisposition to tubercular troubles. The first school of this kind was organized in 1904 by the board of education of the city of New York in connection with the Seaside Home for Children at Coney Island and in the same year that one was organized in Charlottenburg, a suburb of Berlin. Similar schools were thereafter organized in German cities, and one was established in London in 1907. The school at Coney Island has been in operation continuously since it was first opened. A school of this kind was established in Providence, Rhode Island, in 1908. The movement to effect the organization of these schools has gained a strong

position in the school systems of America as over two hundred have been organized within the last two years in the leading cities of this country.

While many of the cities of this State have organized such schools, we have not accomplished so much in this line as has Massachusetts, which seems to have taken the lead in this country in the establishment of open-air schools. This is undoubtedly due to the fact that she has a compulsory medical inspection law and, under the operation of that law, the children in the schools standing in the greatest need of the treatment provided in the open-air schools are separated from all other children and their special needs thus brought to the direct attention of the school authorities.

Open-air schools are maintained in the following places in this State: Albany, Buffalo, New York, Rochester, Saranac Lake, Syracuse, Utica.

The children in these schools have the attention of a physician and a nurse. Special care is given to their diet and habits of living. These schools report an increased vitality in the children attending them and an increased mental alertness. It would be useless to maintain these schools unless they are upon a scientific basis and proper provision is made for medical attendance, nursing and a diet. An increased interest is shown in this phase of public school work and the number of such schools will undoubtedly be largely increased during the ensuing year. If the medical examination of school children were compulsory, the necessity and demand for these schools would increase greatly.

When it is considered that reliable estimates indicate that, of the children now in attendance upon the public schools of this country, one hundred thousand will die of tuberculosis before they reach the age of eighteen years, the importance of making provision for the segregation of these children and for their proper treatment is apparent. New York's share of these children is probably ten thousand. The number who may properly be treated in a school is from twenty to thirty. If the average is placed at twenty-five, our State would require four hundred schools to give proper treatment to these children. A school can be constructed for about five hundred dollars and the entire cost of the plant to take proper care of these children, to educate them and to relieve the other children in the schools from the danger of association with them would be only two hundred

thousand dollars. Of course, the larger expense is in the maintenance. The great majority of children needing such schools come from the poor families and their parents are unable to provide them with the required equipment to attend open-air schools. This equipment consists of eskimo suits, double wool blankets, canvas cots, sleeping bags, shoes, towels, and soapstones, and will cost about twenty dollars for each pupil. The expense of the diet is about twenty-five cents a day for each pupil. To this must be added the expense of the examining physician, the nurse and the teacher. The expense will be about three times the cost of providing for a school of twenty-five normal pupils, but, even at this, it is not prohibitive. There are many people of means and many philanthropic organizations in nearly every city in the State that would render assistance if the burden appeared too great for the public authorities.

The school authorities of the several cities are urged to give the subject careful consideration and to proceed in the organization of open-air schools as rapidly as possible. The schools may generally be established on the roofs of present buildings without involving any material modification of the construction of such buildings.

The school authorities of the several cities are urged to give whose rescue from death demands immediate attention. In addition to these ten thousand children in such perilous condition, there are many thousand more who should be provided with instruction in the open-air schools. It will be economy to the State and to the several localities in which such children reside if provision is now made by which they may become healthy, useful and self-supporting citizens. If this provision is not made for these children, the demands upon the State and upon localities for the support and relief of the helpless men and women into which they will later develop and for those dependent upon them will be even greater.

#### THE USE OF SCHOOL BUILDINGS

The primary purpose for which school buildings have been constructed is to provide proper facilities for the public education of the children of the State. These buildings should, of course, be put to no use whatever that will interfere in any way with the direct purpose for which they are intended. They are used for school purposes not to exceed eight hours a day for five

days a week for forty weeks in the year. In other words, they are used eight hours a day for about two hundred days in the year or about one-third of the usual hours when people either work or seek recreation and amusement. During the remaining two-thirds of such time, these buildings are used but little, are not generally accessible to the public and are serving no useful purpose in any way whatever.

From these statements the conclusion should not be reached that the school buildings of this State are never used for general educational purposes out of school hours, that the law does not permit such use of these buildings or that any issue is pending as to whether or not such buildings may be so used. The fact is quite the contrary. From the first organization of the school system, school buildings and particularly those in the rural regions have been used as a common meeting place for discussion of public questions, for political addresses and very often for religious services. In former years they were so used in the country districts to a greater extent than they are now. They are also now used to some extent for such purposes in the cities.

The law provides that local school authorities may permit a schoolhouse, when not in use for school purposes, to be used for the "purpose of giving and receiving instruction in any branch of education or learning or in the science and practice of music." A similar provision has been in the law regulating the school system for nearly a century. The question as to the purposes for which such buildings may be used under the above provision of the law is one which has been adjudicated in proper judicial proceedings before the State Education Department. These decisions, which are as binding as court decisions upon school authorities, have established a broad policy in determining the uses to which such buildings may be given. The general policy has been to restrict the use of these buildings to such purposes as will not result in factional differences or disputes in a community, and to prohibit the use thereof for such purposes as cheap shows traveling through the country and giving entertainments questionable in their influence. The term education, as used in this law, has been held to mean secular education and not religious instruction. Accordingly it has been held that when objection is made by the taxpayers of a district to the use of the school buildings for religious purposes, local school authorities must respect such objection. It has also been held

that commercial enterprises organized for personal gain or to aid some purpose not connected with the schools or for some purpose on which the people could not unite in a common interest and where an admission fee is charged and thereby excludes residents of the district, should not be permitted to take place in school buildings. Local school authorities have been permitted to exercise their discretion in determining the purposes for which such buildings may be used unless an appeal from their action has been brought to the Commissioner of Education.

As early as 1833, John A. Dix, who was ex officio Superintendent of Common Schools, laid down the following rule in an appeal case before him in determining the uses to which school buildings might be given: "But if such use were likely to distract the district by breeding dissension, and a respectful minority should apply to me for an order to confine the use of the schoolhouse to its legitimate purposes, I should not consider myself at liberty to deny the application."

The question of an extended use of school buildings out of school hours for all educational purposes which will promote the common enlightenment of the people is at present agitating the public mind. Private associations organized to aid in the improvement of the social, moral and political condition of society are giving the subject much attention and have been the means of focusing the powerful influence of the public press of the entire country on the general uplift which society might receive through this agency. Very much has been said in this respect about the Wisconsin law. That law provides in substance that where the citizens of a community are organized into a nonpartisan, nonsectarian, nonexclusive association for the presentation and discussion of public questions, school authorities shall permit the use of such school buildings as are capable of being used for such purposes, when they are not needed for school purposes, and the use of such buildings shall be free of charge for light, heat and janitor service. The Wisconsin law further provides that these buildings may also be used for such other civic, social and recreational activities as do not interfere with their proper use.

It would therefore appear from a comparison of the provisions of the Wisconsin law with the provisions of the law in this State and the interpretation of that law as given above, that no legislation is necessary in this State to accomplish the ends desired. The trouble therefore is not that the law will not permit the use of these

buildings for such purposes, but that the people have failed to grasp this great opportunity for the betterment of their social and intellectual standards and furthermore that the leaders of social progress among the people have not created a demand for such use of these buildings. Simply amending the statutes will not accelerate the progress of this movement. The people themselves who are to be directly benefited by this work should be enthused and aroused to the necessity of taking advantage of these privileges. This is being done to some extent and local school authorities may render great assistance in the work if they will assume an aggressive attitude on the subject.

The several school districts and cities of the State have invested about \$200,000,000 in public school buildings. It has been pointed out that these buildings are in use only one-third of the time. Can it possibly be considered good business policy to get no return from this great investment for two-thirds of each year? In what other enterprise would the State or a great corporation tie up such a vast sum of money and permit it to remain idle for eight months in each year?

The important question therefore is in what way can this enormous equipment with its magnificent organizations be utilized so that it can be a still greater force in the proper equipment of the youth of the State to meet the struggle which will confront them in the active duties of citizenship and how can it be further utilized to assist the millions of our citizens who stand in imminent need of the improvement and encouragement in life which this force, if properly directed, could give them.

- 1 Let local school authorities make sufficient public announcement that the use of the school buildings will be granted for any of the purposes above suggested so that it may be generally understood by all leading progressive citizens.

- 2 Let the leaders in this social progress movement encourage the work by giving assistance in perfecting study clubs, lecture courses, etc. for both the young people and for the men and women.

- 3 Confer on school districts and the proper municipal authorities the legal power to authorize appropriations to be used by the school authorities in the prosecution of this line of educational activity.

- 4 Provide in the great cities a paid force to give this work proper expert supervision.

- 5 Make the manual training, domestic art and science and all vocational equipment in the public schools available for evening Saturday and vacation courses, for those not attending school.



These courses need not necessarily be free as many people will be willing to pay reasonable fees for the privilege of pursuing such study.

6 Devote specific evenings for the general amusement of the young people, providing such wholesome entertainment as young people generally enjoy.

7 In the rural districts, revive the spelling school and make the schoolhouse a center at which discussions on the rural life problem shall take place, and where books may be loaned from the library, and where young people may congregate for social purposes.

More than one-half of the children enrolled in the public schools of our cities come from homes which have no facilities for providing amusement or recreation of any kind. There is no place except upon the street or some worse place where large numbers of these young people may meet for study, for general reading or for amusement. Large sums are expended to provide these young people with a few hours daily instruction on the theory that thereby they are to become better citizens and then they are turned upon the streets for an equal period of time without guidance or protection in the pursuit of pleasure. Every school building in the sections of a city where these children live should be constructed with the idea of providing facilities which will afford these privileges after the school hours. Movable chairs may be used instead of stationary desks so that the rooms may be made available at any time for such uses as may be desired. There should be study rooms and reading rooms provided with current magazines and other literature. There should be general amusement rooms properly equipped and all under proper supervision and open the entire year.

#### SCHOOL LIBRARIES

In 1834 the Legislature enacted a law conferring upon school districts the power to impose a district tax for the purchase of books for school libraries. In 1838 an appropriation of \$55,000 was made by the State to aid and encourage the establishment of school libraries. To share in the distribution of this fund, each district was required to raise an amount equal to that apportioned by the State. This policy of the State of duplicating the amount raised by local authorities was in operation for a period of thirteen years, being discontinued in 1851. These libraries contained many excellent books for that time, which were read not only by the pupils in the schools but by the people quite generally. The change of policy in 1851 of not requiring localities to raise an amount equal to that

received from the State was a serious error. The amount which each district received from the State was small and the law was later amended by permitting districts to use this fund for the purchase of apparatus or the payment of teachers' salaries. The immediate effect upon the libraries was apparent. They declined constantly until they had no value and rendered no service of importance notwithstanding the fact that the Legislature annually appropriated from \$50,000 to \$55,000 for school library purposes. The libraries did not receive proper care and many valuable books were lost. In 1853 there were about 1,600,000 volumes in the various school district libraries but in 1884, or thirty-one years later, after the State had appropriated in annual instalments an aggregate sum in excess of \$1,500,000, there were only 700,000 volumes in such libraries. At this time the school district libraries were at their lowest ebb. It was about this period that the present Commissioner of Education became Superintendent of Public Instruction, the secretary of the Board of Regents became interested in these libraries, and school authorities were induced to put a new spirit into them. The libraries gradually increased in value and in service to the schools from that period.

In 1892 the State undertook thoroughly to rehabilitate the school district library system. By this time numerous free public libraries had been established in the cities and in the other populous centers of the State. Still it was generally recognized that the school district library could well serve a double purpose in our scheme of public education; (1) it could provide the necessary reference works and other literature for the direct use of the school and (2) this led to the belief in 1910 that they could also be made a valuable aid in educational extension by furnishing books for the people living in remote parts of the State and who possessed no library privileges.

This effort in behalf of building up the school libraries was based upon the plan of assisting those communities which would assist themselves and the method of duplicating funds was again adopted. In a rural school district, the amount which the State will duplicate is eighteen dollars a district plus two dollars for each teacher employed. The amount which one of these districts usually receives is twenty dollars or less. If one of such districts purchased forty dollars worth of books, the State apports it twenty dollars; if it purchases thirty dollars worth of books, the State will allot it fifteen dollars.

A union free school district which maintains an academic department is entitled to receive two hundred sixty-eight dollars plus two

dollars for each teacher employed the legal term. Each city is entitled to eighteen dollars and a further sum of two dollars for each teacher employed in such city the legal school term and a further sum of two hundred fifty dollars for each high school maintained in such city.

This plan has been successful. Since 1904, the date when the two departments having official relations to the libraries were consolidated into the Education Department, about \$1,990,000 has been invested in books for school libraries and nearly 1,160,000 volumes have been added to such libraries. Out of the ten thousand five hundred school districts in the State only about one hundred have not a library. These of course are the weakest and poorest districts in the State. About three hundred other districts have less than fifty volumes each. The average number of volumes in each school district in the State is one hundred thirty. In districts maintaining a junior academic school, the average number of volumes is five hundred fifty; in districts maintaining a middle academic school, the average number is six hundred; in districts maintaining a senior high school, eight hundred, and in districts maintaining a full high school, seven thousand five hundred. The schools are now generally well supplied with suitable reference books and many good library books. During the past few years a strong effort has been made to induce rural schools to purchase books adapted to the needs of the Syllabus for Elementary Schools and particularly for children in the first six grades. This is necessary in order to make the library serve the primary purpose for which it has been organized. The annual accessions of books, however, should enable school authorities in most districts to be able soon to give consideration to the second purpose of the library, namely, to provide proper literature for the young people who are not in school but who reside in the district, and for other residents of the district who may desire books. The law contemplates that the library shall be used by the public when such use will not interfere with its primary use for the school. This is a wise provision and school authorities should extend this use as rapidly as proper provision therefor can be made. The regulations authorized by law to govern such public use of the library have been prescribed by the Commissioner of Education.

#### MEDICAL INSPECTION

For several years the Education Department and the State Department of Health have cooperated to provide for the medical inspection of all children in the public schools of the State.

The plan which has been given a trial was entirely voluntary. School authorities and teachers were advised that they were not required to follow the plan. It was recommended, however, that they should cooperate in the matter. All the necessary literature, including instructions to make such examination, were supplied to the schools by the Department of Health. About one-half of the schools undertook to carry out the instructions which they received and reported accordingly. It can not be said, however, that the plan was successful. It may even be questioned whether results justified the expense and labor involved; but this voluntary effort has kept the subject before the people more or less and has been an agency in directing public attention to the importance of this work.

The law of this State does not require the medical examination of school children; it does, however, authorize boards of education in union free school districts and in cities to provide for the medical inspection of children attending the schools whenever, in their judgment, it may be necessary and to pay the expenses therefor out of any funds authorized for the purpose. In a union free school district or in a city the voters may authorize a fund for this work, but in most of the cities of the State it is almost impossible to bring the question before the voters for consideration. The question can not be considered at a school meeting in a union free school district wholly within a city of the third class unless the notice of such meeting contains a statement to the effect that such proposition will be presented. The law further provides that this expense may be paid from any fund which the common council or the board of estimate and apportionment of a city may set apart for such purposes. In some cities it is claimed the charters do not confer on these bodies sufficient powers to enable them to make appropriations for this work. In some cities appropriations are made, but in the majority of the cities they are not. The local laws regulating the public health have been interpreted in some cities to confer on the health authorities the power to conduct such examinations. No definite, satisfactory results may be expected under this cumbersome, permissive law. If anything is to be accomplished in this line, the law must be amended and made mandatory, with penalties for non-enforcement.

European countries have given this question more consideration than has this country. It has been a subject for consideration in Europe for thirty-five years or more and very satisfactory results

are being obtained. The subject has been under the consideration of legislatures in several states in this country since 1894. Very much progress has been made during the last six years. About one-half of the cities of this country now have medical inspection. There are also mandatory laws on the subject in Colorado, Louisiana, Massachusetts, Minnesota, New Jersey, Utah, West Virginia and the District of Columbia.

The State requires all children to attend school under the compulsory attendance law. It is the duty of the State therefore to protect these children from association with such other children as may be afflicted with contagious or infectious diseases. Careful investigation has shown that large numbers of children are suffering from physical defects which interfere materially with their progress in school.

In a document issued on this subject by the department of child hygiene of the Russell Sage Foundation, it is pointed out that, when medical inspection laws were first enacted in this country, the authority for such inspection was generally placed with health departments but that the trend of all recent legislation is to vest this authority with the education departments. This same document shows that in about 75 per cent of the cities having local medical inspection laws, the controlling authority is the board of education. This is a sound policy. Divided responsibility is not conducive to good administration. Matters therefore pertaining to the management of the schools should be placed under the direction of the school authorities.

The enactment of a general medical inspection law containing the following provisions is recommended:

- 1 That school authorities shall be required to provide for the medical inspection of all children in the schools and shall have the same power to employ physicians, dentists and nurses which they now have in the employment of teachers.

- 2 That each child on entering school at its opening at the beginning of the school year or when such child first enters shall file with the school authorities a health certificate signed by a licensed physician practising in this State.

- 3 That the parent of each child failing to file such certificate be notified in writing that, if the required health certificate is not furnished within a specified time, say thirty days, the health inspector or physician employed in the district or city will examine such child.

4 That the teachers be required to make sight and hearing tests at least once a year.

5 That parents be given notice of the results of each examination and that, if proper remedies are not provided by the parents within a reasonable time, provision be made for supplying necessary treatment.

6 That in all suspected cases of contagious diseases, the board of education shall notify the health authorities who shall give such cases prompt attention.

7 That adequate penalties be provided for violation of the law by school authorities or by parents.

8 That an inspector, who shall be a physician lawfully admitted to practice in this State, be appointed in the Education Department to have general supervision of the enforcement of such law.

9 That all cases where physical defects are discovered shall be followed up from time to time as may be required by teachers, nurses etc.

#### VACCINATION

The vaccination of school children is regulated by section 310 of the public health law. In the annual report to this Department for 1909, a recommendation was made to the effect that such law be amended by conferring discretionary power on school authorities in relation to the enforcement of this law when an epidemic of smallpox does not exist.

If the law as it now stands is strictly enforced, it often operates as a hardship upon parents and to the injury of the schools. Any child who has not been vaccinated is strictly prohibited by law from attending any public school of the State. The law further provides that the officers charged with the management of the schools shall enforce such law. Failure to enforce this law is sufficient ground for removing the negligent offender from office and for withholding from the district or city its share of the public school funds. The provisions of the Education Law relating to compulsory attendance provide in effect that, under certain conditions, all children between the ages of seven and sixteen shall be in attendance upon instruction when the public schools are in session. Parents are subject to a fine and imprisonment if they fail or refuse to comply with the provisions of this law. We are therefore confronted with the provisions of two laws, one of which is mandatory in compelling

the attendance of children upon the schools with a criminal penalty running against those who fail to comply therewith and the other of which prohibits such attendance if children are unvaccinated. There should be an adjustment of these conflicting statutes.

The vaccination law is effective against only such children as are in attendance upon the public schools. It does not apply to any other class of people. It does not even apply to children who attend private schools. At the time of an epidemic of smallpox, a child who is not vaccinated may be compelled to discontinue attendance at a public school, but such child may cross the street and legally be admitted to a private school. Children may thus be deprived of school privileges simply to comply with a precautionary health measure but may congregate at theaters, moving picture shows and other public entertainments under full protection of the law.

In August 1911, smallpox broke out in the city of Olean and between that time and the latter part of January 1912, there were fifty-one cases of the disease in a mild form in that city. The disease was almost wholly among the mechanics and working people employed in the city. The great majority of the cases were among the adults and few children were afflicted. The situation did not become so serious that the health authorities regarded it necessary to close any of the schools. The board of education, however, suspended from school all children living in the section of the ward in which the disease first broke out, until they were vaccinated, and later passed a resolution strictly to enforce the provisions of the public health law by refusing to admit to a public school of the city a child not vaccinated.

The board of education wrote to the superintendents of the several cities of the State to ascertain what is the general practice in relation to the enforcement of the provisions of this law. The replies received to this inquiry from forty-one city superintendents showed that only twenty-seven cities claimed to enforce the vaccination law. Twenty-one of these cities admit children to the schools temporarily without vaccination when they present physicians' certificates showing that they are not in physical condition to be vaccinated. It further appeared from these inquiries that nine cities do not attempt to enforce such law and that five other cities enforce it at periods of epidemics only.

The efforts of the Olean board of education to enforce the law were strenuously resisted by a large number of citizens of that

city. The registration of pupils in the city schools decreased from 2820 to 782 and for many weeks more than one-half of the children enrolled in the public schools were upon the streets. Many of these children entered the two parochial schools maintained in the city and several others entered a third private school which was established after the trouble over vaccination occurred. The vaccination law applied to these children when they desired admission to the public schools but it did not apply to them when they appeared for admission to the three private schools.

A committee representing the board of education and also those who had opposed the action of the board requested an informal hearing before the Commissioner of Education to go over the whole situation and to determine what action should be taken. This hearing was held January 24, 1912, and thereafter the Commissioner of Education addressed the following letter to the board of education:

*Albany, January 24, 1912*

*Mr Allen J. Hastings*

*President of the Board of Education*

*Olean, N. Y.*

DEAR SIR:

After having reflected upon what was said at the informal conference between yourself, Mr F. L. Bartlett, Mr Henry Siegel, and myself, touching the unfortunate situation concerning school attendance at Olean, I have this to say:

I understand that since July last there have been about fifty cases of sickness in your city which have been diagnosed as smallpox; that the disease has manifested itself in a mild form; that there have been no deaths and that at present there are but about a half dozen cases under surveillance; that the board of education in August last took action excluding all children from the schools who were not vaccinated, as it was authorized to do by the public health law; that large numbers of citizens took exception to this action on the ground that they believed vaccination to be dangerous to the health of their children, and that in consequence of this more than half of the 2800 children enrolled in your schools have been out of school for several weeks.

We must all agree that this situation is extremely unfortunate, and that unless speedily remedied it is likely to be most harmful to the moral and intellectual interests of the children involved, and highly disadvantageous to your social and business interests; and that we all ought to do what we legally and properly may to remedy the difficulty.



While the health law declares that all children admitted to the schools must be vaccinated, and therefore would exclude children who are not, the Education Law requires that all children of school age shall be required to attend the schools. In other words, there is an inconsistency between the provisions of the health law and those of the Education Law bearing upon this subject. Both of these statutes can not be strictly enforced. It is a matter of common knowledge and it is within my official knowledge that the health law requiring all children to be vaccinated as a condition to their admission to the schools is not strictly enforced, for the sufficient reason that it is not enforceable in the absence of a real menace to the health of the school; and it is more than doubtful if the Legislature, in an act concerning public health alone, actually intended to limit the inherent American right of attendance upon the free schools to those who would yield that freedom of judgment concerning their physical health or its treatment, which they might have to do if required to be vaccinated. To say the very least, there are natural rights held sacred by our political system which are either not to be invaded at all or only when absolutely necessary to protect society and give safety to the institutions of the country.

Under the plan and scheme of the public health law, very considerable responsibility about the health of a community is placed upon the local board of health. The education authorities are charged with the duty of keeping the children in the schools — rather than of keeping them out. They must be in school unless excluded for some reason which involves the safety of the school. Who shall say what involves the safety of the school, so far as the physical condition of the children is concerned, unless it be the local board of health? Therefore, while there is no question of the correct purposes of your board of education in taking action excluding unvaccinated children from the schools, while it was technically authorized by the health law and may have been well justified at the time taken; still, I am of the opinion that some discretion is intended to be reposed both in the board of education and in the board of health, by the education and health laws, and that, pending the consideration of the conflict between these laws which it is proposed to ask of the Legislature, your board will be justified in rescinding its action excluding unvaccinated children from the schools, unless such action is insisted upon by the local board of health.

Very sincerely yours . . .

ANDREW S. DRAPER.

*Commissioner of Education*

This adjustment of the case required the local school authorities to be governed by the direction of the health authorities in the enforcement of a precautionary health measure. If the conditions in the city of Olean were such that the proper protection

of the health of its people from the dangers of this disease would have been promoted through the rigid enforcement of the vaccination law, such action would have been taken on the direction of the health authorities.

A bill amending the provisions of the health law in question in accordance with the suggestions made in this article was introduced in the Senate by Senator Gittins of Niagara county and into the Assembly by Assemblyman Cheney of Cattaraugus county. This bill was prepared after a conference between a representative of this Department and representatives of the State Health Department. The measure had the approval therefore of the two State departments whose interests were affected. The bill passed the Senate but, owing to the late date on which it reached the Assembly and the pressure of business in that house, it did not pass that body.

It is therefore recommended that the Legislature amend that portion of the public health law known as the vaccination law so as to effect the following:

1 Eliminate from the law that provision which now makes it mandatory upon local school authorities to exclude from school every child who is not vaccinated.

2 Make it the duty of local school authorities to exclude unvaccinated children from the schools under their control whenever an epidemic of smallpox exists or is threatened in the vicinity of such schools, and the board of health, having jurisdiction in the district or city in which such schools are located, shall certify to the board of education that such epidemic does exist or is threatened and that the public health of the community is menaced by the presence of such unvaccinated children in the schools.

3 Provide that at least ten days' notice shall be given to parents in which to provide for the vaccination of their children.

4 Confer upon the local school authorities the power to appoint competent physicians at the expense of the district or city to vaccinate the children whose parents are not able to provide such vaccination. Make it the duty of the local authorities to give definite information as to when and where children may be vaccinated.

Amendments of this character to the law will make such law a more effective health precaution and, at the same time, will relieve the schools of much embarrassment.

## SCHOOL TERM •

It has always been the policy of the State to require every school district to maintain school under the management of a legally qualified teacher for a definite period of time within the school year in order that such district may participate in the apportionment of public school funds. The school act of 1812 required a district to operate a school for at least three months. It was not until 1847 that the period of time which a district was required to maintain school was increased and, in that year, the period was fixed at four months. In 1851, this period of time was further increased to six months and again in 1864 the time was advanced to twenty-eight weeks of five school days each, including holidays occurring during the term. In 1890, the term was again increased to thirty-two weeks of five days each, including certain legal holidays.

There has been no change since 1890 and therefore the period which school must be maintained in each district at the present time is one hundred sixty days or a trifle over one-half of the working days in a year. There are a large number of school districts throughout the State which maintain school only for the minimum time which the law exacts. This is too short a period for the school of any district in the State to be in session. In several thousand districts the schools closed in the early part of May and in many districts they closed in April.

The demand today throughout the agricultural sections of the State is for schools which are the equal of the schools maintained in the large villages and cities. If this demand is to be satisfied, the period of time in which the country schools are in operation must be equal to that in which the village and city schools are in operation and, more than this, the child must be in school during the time the school is in session. When schools close in April or May, the children not only lose about six weeks of instruction but they also fail to receive the advantages of such tests or examinations as may be prescribed for promotion in school work or for awarding such credentials as the local school authorities or superintendents may authorize. This is a distinct loss to the child and often proves so discouraging that he abandons school altogether.

The schools in the supervisory districts do not open on any specific date, but the great majority open in the early part of September. Several do not open until the latter part of that

month and some not until the first part of October. One of the best months in the year for school work is September. Superintendents are not able to inspect schools during the first half of that month to good advantage as they do not know definitely what schools are in session. The authorities of each school district now have ample time after the annual meeting to make all necessary arrangements for the opening of schools on the first Tuesday in September. If the law prescribed a uniform date for opening the schools in the supervisory districts of the State, each superintendent could begin the work of inspection and supervision at once. To make the rural schools as serviceable as they should be, it is therefore recommended that the Education Law be amended as follows:

1 That the first Tuesday in September be fixed as a uniform date for opening the schools in the several supervisory districts of the State.

2 That the period of time that a school shall be in session in order to entitle a district or city to share in the apportionment of public funds shall be at least thirty-eight weeks of five school days each or one hundred ninety days inclusive of legal holidays on which schools may now legally be closed.

### RURAL SCHOOLS

The effect of the supervision of the rural schools by professional superintendents is already quite manifest, although these new officers have been superintending such schools for a period of only six months. District superintendents have given the rural schools six months of fine service, but they have not begun to be so serviceable to such schools as they will be with more experience and with greater knowledge of their needs. They have been the means of arousing keen interest not only in the rural schools but in the whole rural life problem. This is essential to the best accomplishments by the schools. The local press throughout the State has given these supervisory officers most active support and has brought to the direct attention of the farmers of the State the work which these officers are doing and has urged that the public give them cordial support. The leading citizens of the agricultural sections of the State have cooperated with these officers in a way which has been most helpful to the schools. The organized agricultural interests of the State, and particularly the grange, have shown a deep interest

in the schools and have been active in upholding the efforts which district superintendents have inaugurated for the improvement of the schools. That all these forces should have worked in harmony with these officers is evidence that the work undertaken by them has been cordially approved by the public. It is most fortunate that this is the case. The building up of the country schools to enable them to give the kind of instruction which shall be the most serviceable to the agricultural interests of the State is a difficult proposition. To accomplish this great purpose will require the united and harmonious action of all the agencies interested in the rural life problem. Much has therefore been gained at the very beginning of this new movement to improve the country schools. The work should be continued along these lines.

The disposition throughout the entire rural section has been to improve school property—to construct new buildings, to repair old ones, to improve the grounds, to add new equipment and apparatus. Undoubtedly more school districts authorized appropriations for improvements to school property at the last annual meeting than at any previous meeting in the history of the State.

There are three vital points which stand in the way of better country schools. These are the weak district, the inequality of taxation prevailing in school districts and the low standard of qualifications exacted of the teachers employed in many districts. It will probably always be necessary to maintain in the least populous sections of the State many schools which can bring only small valuations and few children to their support. The distance which children would be required to travel in such sections prohibits a consolidation of districts. In one supervisory district, the superintendent reports that, in his strictly rural schools, the average attendance was eight and that in twenty-six of these it was five. But little interest can be created in such schools and their weakness financially renders taxation for their support burdensome. If the children and the property of three or four or five of these districts could be consolidated into one district, such district would have the numerical and financial strength to maintain a live, interesting school and without taxation which would operate as a hardship. This question should have serious consideration. The State might well afford to apportion to such consolidated district the aggregate amount which is now paid to the several districts. For instance, it might

be feasible to consolidate four districts, each of which has a valuation of \$42,000 and eight children attending school. Each of such districts now receives a quota from the State of \$150. If such districts were consolidated, the assessed valuation would be \$168,000 and the number of children thirty-two. The aggregate amount of the quotas now paid such districts is \$600. Therefore with a quota of \$600 from the State, an assessed valuation of \$168,000 and thirty-two children, the district would be in a position to maintain a strong school and with an equipment necessary for adequate work in such school. The State must give in some form relief to this class of districts. If a plan of this kind were followed, the expense to the State would be no more than at present but the school district would be relieved from taxation which is oppressive and the district could afford to provide proper transportation for children who live too remote from the schoolhouse to walk to and from school daily. No harm would result from the enactment of a law which would enable the voters of school districts voluntarily to adopt such plan.

Upon all matters except the maintenance of schools the town is the unit of taxation. School districts were formed without reference in any way to assessed valuation. One district may have an assessed valuation of \$148,000 and an adjoining district a valuation of only \$16,000. The latter district may have as many children to educate as the former but the inequality of taxation is apparent. Then too, some of the children residing in the weaker district may live one mile nearer the school in the other district. Why should they not attend the school which is the more accessible to them? It is an open question therefore as to whether or not some of the traditions and customs of one hundred years' practice should not be modified and the unit of taxation for school purposes be made the town, and the schools generally maintained to meet the convenience of the people without reference to present school district boundaries.

While the physical conditions pertaining to school property and equipment as outlined above are essential to the maintenance of good schools, still the most important factor in a well-regulated, progressive school is the teacher. If the country school is to made the equal of the village or city school and the teaching therein is to be as vital and as effective, the teachers employed must be at least the equal of those employed in villages

and cities in scholarship, in professional training and in general adaptability to the work of teaching. The poorest prepared teachers in the State system are generally found in the country districts and yet many of these teachers may be included among the best material in the country from which selections may be made for training teachers. District superintendents have increased the standard of qualifications by urging teachers to take the examinations for the higher forms of certificates and by pointing trustees to the advantages which would come from the employment of those teachers only who hold the higher forms of certificates. Through this policy of the district superintendents there has been a gradual reduction in the number of lower form certificates issued throughout the State. While this action is to be commended, the process is too slow to produce the results which should be achieved without delay. To reach such results, there should be some uniform rule prescribing a minimum qualification for all teachers in the rural schools which should raise the standard of these teachers to that required of the teachers in the villages and cities. A future date on which such regulation becomes operative should be fixed, which will afford ample time to provide sufficient teachers and to enable school authorities to prepare for their employment. Over fifty-one hundred pupils graduating from high schools outside New York City last year earned Regents academic diplomas. During the same year about twelve hundred pupils who had earned similar diplomas in previous years were employed as teachers in rural schools on teachers academic certificates. These twelve hundred teachers had received no training for teaching and were generally regarded by district superintendents to be the poorest teachers in their schools. They possessed the scholarship to teach but had no conception of the work of teaching or of the methods of imparting instruction. The ten State normal schools should be open to these pupils for summer work. Such of them as desire to teach, who do not enter training classes or normal schools, should be required to pursue at least one summer course which should be planned especially for meeting the necessities of those who are to teach in rural schools. Their continuance in the teaching service should be predicated upon the completion of additional summer school work. This plan would enable young people to complete their academic education and to receive training for teaching without loss of time, with only a nominal expense, and would give the State a fine

body of educated, trained teachers for the rural schools. It is recommended that such plan be adopted to become effective August 1, 1915.

District superintendents are authorized to call teachers' conferences on days when schools are not in session. This means, of course, that such conferences must be held on Saturdays as it is not practicable to call them during vacations. It was intended that these conferences should be held by towns and not by districts. The idea was to bring the teachers together in small groups and have classroom exercises and discussions pertaining to the work of the town. Superintendents have very generally held district conferences and, in some cases, two or more superintendents have united in a general conference. It is doubtful if such large conferences are as valuable as the smaller town conference would be. There is, of course, great advantage in convening the teachers of an entire district as greater enthusiasm may be created and the public generally may be reached more fully but, even where such a large conference is held, it is believed the small conference for practical, thorough work with teachers is advisable. The idea should not generally be to hold mass meetings for popular lectures but to get teachers together in such numbers as to inspire them in their work, give them instruction in the subjects in which they are doing poor work and by practical demonstration show them how to teach. It might be well to amend the law authorizing superintendents to hold conferences on school days but not to exceed two days at a time. Teachers are required to attend these conferences and they should therefore be held at points which are accessible.

Much good would also result in holding conferences of school trustees. It is suggested that these be held by towns and that the district superintendents call such conferences soon after the annual meetings. Trustees could then be advised of the repairs which should be made during the vacation, of the selection of teachers, of the purchase of books and other equipment, and a general explanation of the plans of the superintendent for the following year could be made. If such conferences are to be successful, it would probably be necessary to allow each trustee two dollars for the day and pay his actual expenses.

#### TENURE BILL

The superintendents, principals and teachers employed in the cities of the first class are properly protected by law in the tenure of their positions. Superintendents have a fixed term of



office and principals and teachers are removable for cause and on charges only. The laws controlling the schools of the cities of the second class also protect their teachers and principals in the tenure of their positions and the positions of superintendents in these cities are generally secure.

The State educational associations desired to extend this principle to the protection of teachers and superintendents employed in the cities of the third class and in the districts employing a superintendent of schools and having a population of five thousand or more. The State Teachers Association gave the whole question of the tenure of the teacher careful consideration at its annual session in 1911 and authorized its committee on legislation to urge the enactment of a general tenure measure, in accordance with the views expressed by Commissioner Draper in an address delivered upon that subject. A committee representing the Council of Superintendents and one representing the Academic Principals Association were also instructed by their respective associations to support such measure. In cooperation with these committees, the Education Department prepared a bill which was introduced in the Senate by Senator Gittins, chairman of the committee on public education. The bill failed to pass the Senate. Much opposition existed in the Legislature to that feature of the measure which gave a fixed tenure to the superintendent. There did not appear to be material opposition to the proposition to fix by statute a permanent tenure for the teachers. There was no valid reason and certainly no justice in opposing a fixed term to the office of superintendent.

It has become almost the settled policy of the State to give a fixed tenure to superintendents. The two hundred seven district superintendents employed in the supervision of the rural schools are chosen for a period of five years. The superintendents of several of the cities are employed for definite terms. The proposed amendments to the law provided that, when a superintendent had been employed for three years and was continued thereafter and held some one of the various forms of life State certificates, he should be appointed for a term of five years. There is much in this proposition to commend it in behalf of sound school administration. It places new superintendents on a probationary period of three years. They know when they enter upon the service that, if their work is satisfactory from year to year for a period of three years, they will receive a five-year appointment.

They then know that, if they are not progressive and efficient for that period of service, they will not, upon its expiration, receive another appointment. A superintendent who knows that he is to supervise a school system for five years may inaugurate plans for the advancement of the schools and have ample time for the systematic execution of such plans.

It is therefore recommended that the law be amended so as to include the following general provisions in relation to cities of the third class and districts having a population of five thousand or more:

1 A superintendent who has been employed for three years or more and who possesses a teachers certificate authorizing him to teach in the schools of the State without further examination, if continued in the service as superintendent in such city or district, shall be appointed for a definite term of five years.

2 A teacher or principal, employed for three years and who also holds some form of teachers certificate authorizing him to teach in the public schools of the State without further examination, shall thereafter, if reappointed, hold his position until removed by the board of education as provided in the Education Law.

3 A board of education shall possess the general power of removal for the causes and in the manner now specified in the Education Law.

#### COMPULSORY ATTENDANCE

The practice which now prevails in some parts of the State of keeping children out of school to pick apples, to dig potatoes or to do other work, or of taking children out of school after satisfying the present requirements of the provisions of the law relating to compulsory attendance, should be discontinued. The child's right to an education and the parental obligation to see that the child is given his full opportunity to obtain the best education which the State system of public education affords must be given complete recognition. The opening of a school should be looked upon as a serious matter. Every child in the State should feel that, when the school of his district opens, it is his duty to be at school and that he is to remain so long as the school is in session. Every parent should also understand that his moral duty is not discharged unless he makes the necessary provisions to afford such child the privilege of entering school the morning it opens and of being in attendance every day it is in session.

Children who reside in the cities and in the villages of the State having a population of five thousand or more and who attend public schools must be in attendance thereon every day such schools are in session or must present valid excuses for absences. The same requirement applies to children attending private schools in the cities and such villages. They must be in attendance upon such private schools on all days when these schools are in session or present good reasons for their absences. Why should there be a different rule for the remaining sections of the State? This difference in the requirements of the law was made on the theory that it would be more difficult to enforce the law in the country than in the city as the parents of the children in the country would have greater need for the services of their children than those living in the cities. Such action was subordinating the right of the children to the pecuniary interests of the parents. Conditions do not warrant this discrimination against the children of the farming communities. The law should be amended and the provisions in this respect which now apply to the children of the cities and the villages of five thousand or more should be made applicable to the entire State.

#### ATTENDANCE OFFICERS

Attendance officers are a vital factor in the proper enforcement of the compulsory attendance law. This statement is true in relation to the enforcement of this law in any part of the State but it is particularly true in relation to its enforcement in the rural regions. In the populous centers of the State better school organizations generally exist than in the country and there is permanent work for truant officers. The attendance officers in the country districts are generally engaged in pursuits which demand most of their time and they do not give sufficient attention to looking after violations of the compulsory attendance law. The fact that men must be chosen for this work who are generally required to engage in some regular business to gain a livelihood renders the selection of such men all the more important. Much of the failure properly to enforce this law grows out of the selection of inefficient attendance officers. It is believed that a better class of such officers would be provided if the authority to appoint them should be transferred from town boards to the new supervisory school officers known as the district superintendents. It is recommended that such change be made in the law.

### TRUANT SCHOOLS

For several years the Education Department has recommended to the Legislature the wisdom of establishing suitable State truant schools. There are no suitable institutions in the State for the commitment of truants. There are undoubtedly many children who are truants and who are acquiring vicious and criminal traits but who could be educated and trained to become law-abiding, self-supporting citizens if there were institutions of the right type to which they might be committed. The State could make no better investment than the amount necessary for the organization of two of these institutions. One should be located south of Albany and one in the western part of the State. They should be on large farms where the boys might be taught agriculture and where the various phases of industrial education might form the basis of instruction for this class of children.

It is therefore again recommended that a commission consisting of the Governor, the Commissioner of Education, the Lieutenant Governor and the State Comptroller be appointed to consider the necessity and propriety of designating two sites for truant schools to be established pursuant to the above suggestions and that such commission be required to report thereon to the Legislature of 1913, together with a recommendation as to such sites, the cost thereof and the amount necessary for the construction of such schools as may be recommended.

### SCHOOL CENSUS

The organization of permanent census boards in cities of the first class under the provisions of the Education Law has become an efficient agency in the proper enforcement of the compulsory attendance law. The work of these boards in the cities of the first class has demonstrated that compulsory attendance laws can not be satisfactorily enforced without a complete up-to-date census available to the school authorities at all times. The law gives all cities not of the first class the discretion to organize census boards on the same conditions on which such boards are operated in the first class cities. Thus far no city has voluntarily adopted the plan of a census board and carried out the work as it is done in the cities of the first class. However, some of the other cities have done very much along this line. The law requires all cities which do not establish census boards to take a census of the children in such cities once every four years. The

last census taken in these cities was in 1909 and another will not be taken until 1913. A census of the children of a city taken three years ago is of no material service to school authorities in the enforcement of the compulsory attendance law at the present time. This provision of the law should therefore be amended by striking out the optional feature of the census board in cities not of the first class and making it mandatory upon the authorities of all cities to establish such boards and keep the census of school children always revised to date.

#### SAVINGS BANKS IN SCHOOLS

The banking law specifically authorizes school authorities to establish in local school systems what are generally known as "school savings banks." The object of this provision of the law is to aid the schools in cultivating the habit of thrift on the part of the boys and girls who may earn or obtain small sums of money and who do not know how to save it or to expend it. The writer recalls the case of a boy who was fourteen years old and who had earned five dollars during his summer vacation. To this country boy, five dollars was a large sum but he did not know what to do with it. He intended to buy a second-hand bicycle but was persuaded to deposit his money in a city savings bank. He added to this account from time to time and, when he was twenty-one years of age, although he had clothed himself all this time, had boarded himself part of the time and had contributed somewhat to the support of his mother, he had on deposit in the savings bank nearly \$1100. He had not only saved this large sum of money but what was of much greater importance to the boy, he had learned how to save what he earned.

No greater service could be rendered the children of the State than to teach them as early in life as possible the value of money, its proper expenditure and how to save it. The schools should be able to render the children this service. It may be done without loss of time in any way to school work and this undertaking may be made a means of creating additional interest in the school. School authorities and teachers throughout the State are urged to give this question careful consideration. Where the plan is undertaken, the following provisions of the law must be observed:

1 Collections may be made from the pupils by the principal or superintendent of a school or by some other person designated by the school board.

2 These collections may be made once a week and must be deposited by the person making the collection on the day received, in a savings bank in the State. In a village or city having no regularly established savings bank, such collections may be deposited in a savings and loan association, trust company or a State or national bank having an interest department.

3 These moneys must be credited to the pupils who contributed them. When the amount is deemed insufficient for the opening of an individual account, it may be deposited in the name of the person who collected it in trust for the contributor and must be transferred to the credit of the contributing pupil when the amount is sufficient for opening an individual account. Savings banks will open accounts of one dollar. When such collections are deposited in the name of the collector, he must furnish the bank in which deposits are made with a list of the names of contributors, their signatures, addresses, ages, places of birth, parents' names, and such other information as the bank may require.

#### PLAYGROUNDS

Progress is being made in providing playgrounds for the school children of the State. Interest in the subject has increased in the cities and in the country districts also. The people are willing to vote necessary taxes and people of large means often regard it a privilege to contribute funds to aid in extending playground facilities. In many of the rural districts, school sites have been enlarged to provide playground accommodations. In many districts, simple playground equipment has been provided. In some cases an unusual interest has been aroused in the school by inducing the children themselves to put the playground in order. The accompanying pictures show the children at work in a small school district in Fulton county, in the foothills of the Adirondacks, constructing a croquet ground in the school yard and enjoying a game after the ground is completed.

The city of New Rochelle is entitled to special mention as it is organizing a fine system of playgrounds. These playgrounds are open, as they should be, the entire year. In a report to this Department on their playgrounds, Doctor Leonard, superintendent of schools, says:

Three of our largest school yards are equipped with the best playground apparatus to be had. This apparatus consists of swings, slides, giant strides, basketball and volley ball equipment. Sand boxes are provided for the use of the smaller children. We have two sizes of swings, the smaller for the use of the kindergarten age. Besides the use of the apparatus, the children

are encouraged to engage in games of different kinds. We try to make a good deal of baseball, having all the boys in charge of the athletic director of the high school.

Folk dancing and story-telling form a useful part of our summer work. The effect of this playground work upon the children is noticeably good and I think there is no money that we expend upon our schools that brings better returns than the \$2000 we expended upon this work.

Besides our playground work we have carried on the past summer three school gardens in charge of a highly trained teacher of school gardening. The school gardens continue of course until about the middle of September. The work for the present year has been an unqualified success.

The law should be amended so as specifically to authorize trustees to purchase playground equipment without a vote of the district. In union free school districts, boards of education should be authorized to expend two hundred dollars in providing proper recreation and playground equipment. In rural school districts, trustees should be empowered to expend fifty dollars a year, if necessary, on their own initiative, to install adequate apparatus for recreational and playground purposes. In other words, the equipment for playgrounds and recreation fields should be regarded just as necessary to the proper management of the schools as necessary furniture or apparatus in the buildings, and school authorities should be given the same authority in providing it. The law should confer upon school districts more general authority to make appropriations for these purposes.

#### THE CONSTITUTIONALITY OF THE RURAL SUPERVISION LAW

On September 9, 1911, Mr Freeman Pintler obtained on application to the Supreme Court, an alternative writ of prohibition directed to the board of school directors of the fourth supervisory district of the county of Wayne, commanding them to desist and refrain from any further proceeding other than adjournment in the matter of the election of a superintendent of schools in such district and also directing the members of said board to show cause before the court why they should not be permanently restrained from any further proceeding in the matter.

The question was one of such vital interest to the school system of the State that the Education Department deemed it necessary to be represented in the argument before the court. On arrangement with the board of directors and also upon petition to the court by the Commissioner of Education, an order was obtained allowing the Commissioner of Education to intervene as a party defendant with the same rights, powers and defenses as though

he had been made a party to the proceeding. By stipulation between the attorneys representing the parties in interest, the proceeding was brought to final trial before the Supreme Court at the trial term held in and for the county of Wayne at Lyons, on November 13, 1911, the Honorable William E. Clark, presiding. The board of directors and the Education Department were represented by the Chief of the Law Division, the Third Assistant Commissioner of Education and the Honorable Clyde W. Knapp; the relator, Freeman Pintler, was represented by the Honorable Edson W. Hamn.

Mr Pintler had taught in the rural schools of Wayne county and had served as school commissioner in the second district of that county from January 1, 1894 to December 31, 1896. During the summer of 1896, he was renominated by his party to succeed himself in this office. It appeared, however, that in his canvass for reelection an issue was raised on his efficiency and on alleged neglect of official duty. Mr Pintler was unsuccessful in the election. It appears from the records of the Education Department that Mr Pintler has not held a teachers certificate for several years and he could not therefore have been employed as a teacher in the public schools of the State during this period.

Upon the enactment of the rural school supervision law, Mr Pintler became an active candidate for the office of district superintendent in the fourth district of Wayne county and he accordingly entered the agricultural examination given by the Education Department to qualify for such office. He was successful in this examination, but it was also necessary for him to hold a teachers certificate qualifying him to teach in any public school of the State. He therefore entered the prescribed examinations to complete the work for a teachers certificate but failed to pass the requisite subjects to be entitled to such certificate. Mr Pintler had thus repeatedly invoked the provisions of the act for his personal benefit which he now sought to invalidate.

The ground upon which the validity of this act was attacked was in substance as follows:

- 1 That the act in question deprived Mr Pintler of the right and privilege of being a candidate for the office of district superintendent of schools secured to him as a citizen of the State by article 1, section 1 of the State Constitution.

- 2 That such act requires an additional test as a qualification for the said office in contravention of article 13, section 1 of the State Constitution.



3 That such act is a violation of article 10, section 2 of the State Constitution.

4 That the provision of the act relative to the qualifications for the office deprived Mr Pintler of the benefits of the fourteenth amendment of the United States Constitution.

5 That the requirement that an applicant to be eligible to this office should be entitled to receive a teachers certificate which shall entitle him to teach in any public school of the State without further examination is unreasonable and impossible in as much as additional or further examination is required in some of the cities of the State.

Justice Clark decided the case on December 23, 1911 and his opinion is one of such general interest to persons especially interested in educational work and has such an important bearing on the school system of the State that the full text of the opinion is here given:

### SUPREME COURT, WAYNE COUNTY

THE PEOPLE OF THE STATE OF NEW YORK  
EX REL FREEMAN PINTLER  
VS.

JUDSON L. TRANSUE, AND OTHERS, BOARD OF  
SCHOOL DIRECTORS IN SUPERVISORY DISTRICT  
NUMBER 4, COUNTY OF WAYNE,  
NEW YORK

Wayne Special Term  
Argued November 13,  
1911  
Decided December 23,  
1911

### APPLICATION FOR A WRIT OF PROHIBITION

Edson W. Hamn, for Relator

Frank B. Gilbert (Thomas E. Finegan, Clyde W. Knapp of counsel),  
for Defendants

CLARK, J.:

In this proceeding the relator by a writ of prohibition seeks to prevent the school directors in supervisory district no. 4 of the county of Wayne from electing a superintendent of schools for that district, and the Commissioner of Education, Andrew S. Draper, by an order of the Court, has been permitted to intervene as a party defendant.

By chapter 607 of the Laws of 1910, the office of district superintendent of schools was created. The office is a creature of the statute and not of the Constitution. By the terms of the act school commissioner districts outside of cities and school districts of 5000 population, or more, were to be organized and divided into supervisory districts. Two school directors were to be elected in each

town in said districts, and the directors in the several towns composing a supervisory district were to meet at the time stated in the act for organization and to elect a superintendent of schools for their respective districts. The act further provided (sec. 384) that to be eligible to election to the office of district superintendent of schools a person must be at least twenty-one years of age, a citizen of the United States, and a resident of the State, and that "*he must possess or be entitled to receive a certificate authorizing him to teach in any of the public schools of the State without further examination, and he shall also pass an examination prescribed by the Commissioner of Education on the supervision of courses of study in agriculture and teaching the same.*"

The relator was a candidate for the position of superintendent of schools in supervisory district no. 4 in Wayne county, but did not possess the qualifications pointed out in subdivision 2 of section 384 of said act as above quoted, and he brings this proceeding and seeks to prevent the school directors in his district from electing anyone to the office of district superintendent of schools, alleging that the act in question is unconstitutional and inoperative, and the relator is specially insistent on the writ being granted because sections 383 and 384 of chapter 607 of the Laws of 1910 are not operative and in force, and will not be until January 1, 1912.

A reading of the statute and the numbers of the various sections therein will show clearly and conclusively that the relator's contention that the sections referred to are not in force is highly technical and is without real merit. The act in question amends chapter 16 of the Consolidated Laws as amended by chapter 140 of the Laws of 1910, and consists of sections 380 to 398, both inclusive.

By subdivision 2 of section 398 it provides as follows:

"Section 2. Sections 381 and 382 of this article hereby amended shall take effect on the 1st day of July, 1910. Section 303 of such article shall take effect on the 1st day of April, 1911. All other provisions of such article shall take effect on the 1st day of January, 1912."

There is no section 303 in this act, and it is perfectly plain that when section 303 is referred to in subdivision 2 of section 398, it was an error, and that section 383 was intended. It was a clerical error and this entire act should not be nullified for an error which is plain on its face, and which does not go into the substance of the controversy.

It was intended that sections 383 and 384 of the act in question should take effect April 1, 1911, and the purpose of this important legislation should not be nullified because of a clerical and perfectly excusable error. A careful reading of the entire act would permit of no other construction, unless the Court went out of its way to nullify a statute on a technicality.

The relator complains that the statute in question is unconstitutional as violating section 1 of article 1 of the State Constitution. That section reads as follows: "No member of this State shall

be disfranchised or deprived of any of the rights or privileges secured to any citizen thereof unless by the law of the land or the judgment of his peers."

Relator also contends that the act in question violates section 2 of article 10 of the State Constitution, which provides: "All other officers, whose election or appointment is not provided for by this Constitution, and all officers whose offices may hereafter be created by law shall be elected by the people, or appointed, as the Legislature may direct."

And relator further contends that the act in question violates the fourteenth amendment of the Federal Constitution because it abridges the privileges and immunities of citizens of the United States, and denies to a person the equal protection of the laws.

In other words it is contended by the relator that the act in question is unconstitutional because by subdivision 2 of section 384 thereof it prescribes certain qualifications which must be possessed by a candidate for the office of district superintendent of schools in order to make him eligible for the position, which qualifications are that he must possess or be entitled to receive a certificate authorizing him to teach in any of the public schools of the State without further examination, and that he shall also pass an examination prescribed by the Commissioner of Education on the supervision of courses of study in agriculture and teaching the same.

After the act in question took effect the Commissioner of Education caused examinations to be held in various parts of the State for the convenience of those who desired to be placed on the eligible list for district superintendents of schools, and the relator took one of these examinations, and attempted to meet the requirements of section 384 of the act in question. If he had possessed the qualifications required by the act and had been placed on the eligible list for the office of district superintendent of schools, and had been elected to that position, it is suspected that he would have been less zealous in his efforts to do away with the statute.

It is plain from the return in this proceeding that certificates authorizing the holders to teach in any of the public schools of the State without further examination are issued and recognized by the Department of Education of the State, and have been for many years, and it is unnecessary to name in detail these various certificates. Had the relator possessed one of these certificates and could he have passed an examination with reference to courses of study in agriculture and teaching the same, he would have been placed on the eligible list for the position of district superintendent of schools.

The statute in question is remedial in its nature, and was clearly intended to provide a better and more effective supervision and control of the rural schools of this State. It is well known that for many years the office of school commissioner had been a purely political office, the incumbent in many cases being selected more with reference to his ability to poll votes than with reference to his fitness and qualifications for the position, and it was undoubtedly the purpose of the legislation under consideration to remove the

management of the rural schools as far as possible from the activities of party politics, and to provide a way for having the schools managed and controlled by persons specially qualified for those duties.

The duties of district superintendent of schools are important. He is in constant touch with the teachers and pupils in the rural schools. He advises and in a large measure controls the teachers in their professional work, and directs how the schools shall be conducted. It goes without saying that a person ought to have some qualifications for such a position beyond the mere qualification of being eligible to exercise the elective franchise.

If the contention of the relator is correct that in requiring some qualifications as pointed out in section 384 of the act under consideration in a candidate for the position of district superintendent of schools, the Legislature violated the Constitution of the State, then it would be possible for any person to demand the right to hold that position, even though he could not read and write, provided he was a legal voter in his district.

I can not believe that the framers of the organic law ever intended the Legislature should be deprived of the right to prescribe certain reasonable qualifications for those in charge of the schools where the children of the commonwealth are to receive the rudiments of an education.

The office of school commissioner, which was created by chapter 179 of the Laws of 1856, was the creature of the statute, and I can find no authority for asserting that the imposing of educational and other reasonable qualifications for the office of district superintendent of schools would be improper.

The relator contends that he being a person entitled to exercise the right of suffrage, must necessarily possess the right to hold this office, whether or not he is competent to fill the position. I can not agree with him in that contention. Where the Constitution is silent on the subject, the right to vote does not necessarily carry with it the right to hold office. The right to hold office is not specifically given to an elector by the Constitution, and where the office is created by statute, it is within the power of the Legislature to specify the qualifications of candidates for that office. In this case if the Constitution had provided the qualifications for the office of district superintendent of schools the Legislature could not alter them, but in the absence of such constitutional regulation the Legislature is competent to prescribe the qualifications which must be possessed by a candidate for an office which it created.

29 Cyc. 1375-76

Barker v. People, 3 Cow. 686

People ex rel. Furman v. Clute, 50 N. Y. 451

I am not aware of any constitutional prohibition against limiting the number from whom district superintendents can be selected, to those possessing educational qualifications, for a statutory appointive

office, the duties of which pertain exclusively to matters of education, and where the Constitution is silent on the subject the Legislature may fix the qualifications of candidates for an office which it creates.

Abbott's Municipal Corporations, sec. 613  
 People ex rel. Furman v. Clute, *supra*.  
 State v. Holman, 58 Minn. 219  
 Jefferies v. Rowe, 63 Ind. 502  
 State v. Hugel, 135 Iowa 100

A district superintendent of schools conducts teachers examinations, confers and advises with teachers, gives instructions as to school management and discipline, and in fact his duties require him to have absolute charge of the schools of his district, and exercise such functions as were formerly exercised by school commissioners. To perform these duties successfully and for the best interests of the pupils attending schools the superintendent must have some professional knowledge of them, and so long as the qualifications required of the candidate are reasonable and not arbitrary, it is perfectly proper for the Legislature to prescribe what such reasonable qualifications shall be.

People v. May, 3 Mich. 598  
 People ex rel. Devery v. Coler, 173 N. Y. 103  
 Rogers v. Common Council, 123 N. Y. 173  
 Scott v. Saratoga Springs, 131 App. Div. 347

The purpose of this statute was remedial in its nature and to the end that fit and proper persons and persons reasonably well qualified should be district superintendents of schools. How better could it be arranged to have only fit and competent persons occupying those important positions except that a candidate "must possess or be entitled to receive a certificate authorizing him to teach in any of the public schools of the State without further examination?" Anybody having a life state teachers certificate, or a college graduate life certificate, or a normal school or college diploma would be eligible if they also passed an examination prescribed by the Commissioner of Education on the supervision of the courses of study in agriculture and teaching the same. Holders of these certificates and diplomas would be presumptively better qualified to be district superintendents of schools and have charge of them, than candidates who did not possess and could not obtain such certificates.

The relator has not been arbitrarily excluded from the office of district superintendent of schools. He was simply required to comply with the conditions of the statute before being placed upon the eligible list, and this he either could not or would not do.

In any view of the case, I do not think the statute in question violates the provisions of the State or Federal Constitutions, for the relator not being arbitrarily or unreasonably excluded from the

position, could easily get upon the eligible list by complying with the terms of the statute. He is dealt with the same as all other persons of his class, and upon absolutely equal terms, and the rights of life, liberty and the pursuit of happiness and the equal protection of the law guaranteed to him by the Constitution have in no way been transgressed.

People ex rel. Kenny v. Folks, 89 App. Div. 171

I think defendants' contention that the writ of prohibition was not the proper remedy for relator to adopt can not be sustained. If defendants were about to perform an illegal act *quasi judicial* in its nature, the writ of prohibition is the speedy and effective remedy, but the difficulty with this case is that relator seeks to prevent defendants from acting under a statute designed to improve, broaden and strengthen the educational system of the State on the erroneous theory that he has been deprived of some of his constitutional rights.

The Constitution, article 13, section 1, provides that there should be an oath taken by certain officers and prescribes its form, and then says "and no other oath, declaration or test shall be required as a qualification for any office of public trust," and the relator contends that this legislation is in violation of article 13, section 1 of the Constitution because it attaches qualifications or tests not mentioned in that instrument. I do not believe that it was ever intended that the taking of the constitutional oath was to be the last word with reference to a man's fitness and qualifications to hold office in this State. Educational qualifications for purely educational offices are not arbitrary, and so long as they are not specifically prohibited by the Constitution and are reasonable, they are proper and justifiable. It was not intended that the Constitution should have the narrow construction as placed upon it by the relator, to wit: That if a candidate for office had the right to vote and was able to take the constitutional oath, it followed that he was a fit and proper person to hold the office sought. The qualifications suggested in the statute under consideration were merely such as would be required to have a candidate equipped for a fit and intelligent discharge of the duties pertaining to the office of district superintendent of schools, and article 13, section 1 of the Constitution was not violated by requiring candidates for that position to possess the qualifications therein enumerated.

Rogers v. Common Council, 123 N. Y. 173

It must be held that chapter 607, Laws of 1910, being remedial in its nature, imposes no restrictions or qualifications on candidates for the office of district superintendent of schools which are arbitrary or unreasonable, and that it in no way violates the organic law, either of the State or nation.

This application for a writ of prohibition must be denied with fifty dollars costs. Ordered accordingly.

## QUALIFICATIONS OF DISTRICT SUPERINTENDENTS

The law requires that a person chosen to the office of district superintendent of schools shall possess two distinct educational qualifications. First, such person shall hold or be entitled to receive a teachers certificate authorizing him to teach in any public school in the State. The following certificates come within this requirement: college graduate life certificates, college graduate professional certificates, college graduate professional provisional certificates, State Normal College diplomas, state normal school diplomas, life state certificates. Second, in addition to holding one of these certificates, a person must also "pass an examination prescribed by the Commissioner of Education in the supervision of courses of study in agriculture and teaching the same."

During the past year the following persons holding the necessary teachers certificates have passed the agricultural examination and have thus become eligible to the office:

NAME	POST OFFICE	CERTIFICATE
<b>Delaware county</b>		
Avery, Orlu D.....	Griffin Corners.....	Geneseo Normal
<b>Essex county</b>		
Potter, Clara G.....	Schroon Lake.....	Life state
<b>Greene county</b>		
Maguire, Bertie .....	Coxsackie .....	Life state
<b>Livingston county</b>		
Foster, John Murray...	Dansville .....	Life state
<b>Madison county</b>		
Bailey, George D.....	Cazenovia .....	Cortland Normal
Wilson, Alva V.....	DeRuyter .....	Cortland Normal
Wratten, Clayton J....	Morrisville .....	College graduate professional provisional
<b>Oneida county</b>		
Wolcott, Iva C.....	Holland Patent.....	Potsdam Normal
<b>Orange county</b>		
Mayham, Albert C.....	Warwick .....	New Paltz Normal
<b>Schoharie county</b>		
Hartwell, Fred W.....	Jefferson .....	Life state

The names of all eligible candidates who qualified in 1911 will be found on pages 48 to 61 of the annual report for 1912.

There are several thousand teachers in the State who hold the necessary teachers certificates to become eligible to this office provided they pass the prescribed agricultural examination. For the purpose of permitting these teachers to qualify for such office, the agricultural examination is given on Friday of the week in which the annual examinations for the life state certificate are given. This examination is held in the last week in August. Those teachers who may desire to be considered for the office of district superintendent should therefore take this examination.

#### RETIREMENT OF TEACHERS ON ANNUITIES

At the first regular meeting of the Teachers Retirement Board, October 1911, after its organization and the election of officers, the following by-laws for the conduct of its business (Approved by the Commissioner of Education, November 3, 1911) were adopted:

##### Article 1

###### MEETINGS

Section 1 All meetings, unless otherwise ordered by the board, shall be held in the Education Building, at Albany.

§ 2 Stated meetings of the board shall be held on the second Wednesday of January (which is the "annual meeting") and on the last Saturdays of April, July and October.

§ 3 Special meetings may be held at any time on the call of the president of the board, or on the written request to the secretary, of a majority of the members of the board. Such call, or request, shall state the business to be considered at the special meeting, and no other business shall be transacted at such special meeting except by the unanimous consent of the members present. No special meeting shall be held without five days' notice to each member.

§ 4 A quorum for the transaction of business shall consist of a majority of all members of the board.

##### Article 2

###### OFFICERS

Section 1 The officers of the board, as provided by law, shall be elected at the annual meeting in January.

§ 2 The president of the board shall preside at all meetings. He shall appoint all committees which may be authorized by the board. He shall have the power to act for the board in all matters which may be referred to him by the board, and with the secretary shall constitute the executive committee to transact such business as the board shall direct.

§ 3 The vice president shall have all the powers of the president in case of a vacancy in the office of president.



§ 4 The secretary shall be the chief administrative officer of the board. It shall be his duty to

1 Keep the minutes of all board meetings.

2 Keep such records as the board may order.

3 Conduct the ordinary correspondence of the board.

4 Provide for the carrying out of the provisions of section 1108-a of the act creating such board.

5 Receive and keep all applications for retirement and secure such information about each applicant as may be desired by the board.

6 After conference with the State Treasurer, to recommend to the board a method for carrying out the provisions of paragraphs 4, 5 and 6 of section 1107, of the retirement fund law.

§ 5 Standing committees, with membership of same for 1912:

*Finance:* Wight, Lantman

*Retirement of teachers:* Bristol, Miss Martin

*Legislation:* Morrow, Wight.

### Article 3

#### RETIREMENTS

Section 1 All applications for retirement shall be made on blank forms to be furnished by the secretary of the board on request.

§ 2 An application must be filed with the secretary at least sixty days before final action on the same.

§ 3 One month before each stated meeting of the board, the secretary shall furnish each member of the board with the name, and such other information as the board shall direct, of each applicant for retirement at that meeting.

§ 4 No retirement shall be made unless four-fifths of the entire board shall vote therefor.

### Article 4

#### AMENDMENTS TO BY-LAWS

These by-laws may be amended at any stated meeting of the board, provided notice of such amendment shall have been given at the last previous meeting of the board.

At the annual meeting on the second Wednesday of January 1912, as provided by statute, the officers already elected were re-elected for the following year and the same committees were reappointed.

Plans were also adopted to provide for the collection and preservation of such statistical information regarding all teachers in the territory covered by the law as should make it possible for the board on any future date to have before it promptly certain information regarding the educational activity of any teacher.

At this meeting, upon petition of the teachers of the city in form as directed by law, Niagara Falls was admitted to the provisions of the act. This added to the number of teachers affected 172. Under their separate system, they had maintained a retiring fund which amounted at the date they entered the State system

to \$8074.86. This was transferred, as provided by law, to the custody of the State Treasurer. Four teachers had been placed on the annuity lists and these persons were the first to receive annuities under the State retirement law of 1911. These teachers were:

NAME	PERIOD OF SERVICE	ANNUITY
Helen A. Egelston	27 years	\$168
Clara B. Fellows	28 years	180
Mary E. Maloy	28 years	180
Anna K. Walsh	22 years	168

The first orders for such annuities were passed by the board at their meeting April 27, 1912, a date which thereby deserves to be remembered in the annals of New York education.

At their July meeting, the board adopted a circular of information, with the idea of giving as wide publicity as possible to persons interested in its work. The matter in this circular was determined largely by the questions coming to the members of the board in correspondence and otherwise. The following *ex parte* decisions as to the meaning of the law and methods of procedure were adopted:

The law took effect August 1, 1911. Annuities begin August 1, 1913.

The law applies to *public school* teachers of New York State except in the following places, which have their own local systems:

New York City	Troy	Poughkeepsie
Buffalo	Albany	Watervliet
Rochester	Elmira	Yonkers
Syracuse	Cohoes	Mount Vernon

\* Westchester, Saratoga and Nassau counties

The law does not apply to institutional or private schools and no portion of such teaching will be counted.

The trustee or board and superintendent will determine how and when the 1 per cent of salaries is to be deducted. (The Retirement Board recommends that local school authorities make deductions in the manner most convenient for themselves and their teachers.)

Such deductions merely reimburse the cities and districts, as these items must be included in the annual reports of the superintendents to the Education Department, and such amounts will be deducted from the apportionments of State money to the various cities and districts the following March.

Thirty-two weeks or more constitute a year. A term of forty weeks or more during the year will count only one year.

Terms taught in country schools will count the same as in city or village schools, thirty-two weeks or more constituting a year. (Sixteen weeks or more counts half year.)

The expression "twenty-five years" or "fifteen years" does not necessarily mean consecutive years.

Teaching in states other than New York, if in public schools, will count toward the twenty-five years' total, but will not count toward the fifteen years, as the *last fifteen years' service* must be in those counties or cities of New York State not having local plans.

If one has taught in the public schools of New York State, then teaches in some other state, or county or city having a retirement plan of its own, in order to be eligible, he must return to New York State, or to the county or city to which the law applies, and teach at least fifteen years.

A teacher who has taught the required length of time in the public schools of the State, and who ceased from actual service prior to August 1, 1911, is not entitled to an annuity; that is, it is necessary to have been in *actual service* since the law took effect, in order to be entitled to an annuity.

The primary reasons for the existence of the State teachers retirement law are to benefit the public schools, and to protect teachers who have given most of their lives to work in them. It benefits education because it helps to attract to the work men and women well qualified for it and encourages them to continue teaching for longer periods. It also provides a way to relieve the schools of superannuated teachers. Teachers personally may be benefited by the provisions of the law through annuities.

The law took effect August 1, 1911, and is intended to be operative only with conditions since that time. Persons who stopped teaching prior to that date are not included.

The regular meeting on October 18, 1912, brought seventeen applications for retirement, each in due form properly attested as required by the regulations of the board. After consideration of these the board retired the following persons with annuities as indicated in each case:

NAME	ADDRESS	PERIOD OF SERVICE	ANNUITY	CAUSE FOR RETIREMENT
Warren L. Boorn .....	Worcester.	35 years. ..	\$160 00	Service and disability
Nellie J. Hunter .....	Binghamton..	19½ " .....	195 00	Disability
Frances F. Berry. ....	Seneca Falls.	26 " .....	220 00	Disability
Ella M. Solon .....	Eddyville.....	32 " .....	280 00	Service and disability
Sarah Lawrence.....	Cohoes. ....	38 " .....	237 50	Service
Floyd D. Aldrich. ....	Norwich. ....	25 " .....	180 00	Service
Frances C. Mason. ....	Lockport.....	41 " .....	337 50	Service and disability
Mary K. Brigham. ....	Greene ....	32 " .....	143 52	Disability
Mrs Margaret B. Clancey.	Marlboro....	19 " .....	216 60	Disability
M. Eva Parsons. ....	Marathon ..	28 " .....	325 00	Service and disability

Under the law, the first payment on these annuities will be made at the end of the first three months following August 1, 1913.

At this meeting the teachers of Schenectady were placed under the State system in due form according to the law. Their number is 366. They turn over to the State fund \$8034.46. The State accepts

nine annuitants already retired under the Schenectady city separate system. They are as follows:

NAME	PERIOD OF SERVICE	ANNUITY
Rachel Barker	35 years	\$450
Mary L. Buell	33 years	400
Etta Felthousen	34 years	350
Anna Ferguson	39 years	350
Anna E. Gilbert.	50 years	350
Rebekah M. Guernsey	37 years	350
Elizabeth Hallowell	44 years	350
Helena A. Hull	30 years	350
Elizabeth Yates	40 years	350

At this meeting the employment of Miss E. Martile Comstock as permanent clerk to the board was confirmed and the board was given permanent quarters in rooms 241 and 242 of the Education Building.

The following is the financial condition of the retirement fund on October 18, 1912:

Cash in bank.....	\$3 530 42
Mortgages .....	5 600 00
Due from Schenectady.....	8 034 46
	<hr/>
	\$17 164 88

At present the annual charge for annuities is \$3996.

The law should be amended so as to include the district superintendents. It can hardly be equitable that the superintendents of cities and larger villages should be eligible, as they now are, and the district superintendents remain longer excluded from the provisions of the act.

The provisions of the law requiring that a teacher shall have been employed in teaching in the schools of the State for at least fifteen years immediately preceding retirement operates in many ways as a hardship. There are cases where teachers, having taught in the schools of this State over twenty years, went into other states and taught a few years and then returned to the service in this State. These teachers are required to teach in this State for fifteen years. In many of these cases such requirement is unjust. It would seem that the law should be modified in this particular at least so far as it applies to teachers who had left the State to teach in other states before the enactment of the retirement law. The fact that such provision is in the law is now sufficient notice to all teachers employed in the service in this State

and, if they decide to go into other states, they decide that question with knowledge of the effect which it will have upon their right to retirement.

There has been some opposition to the law from teachers engaged in the rural sections of the State. Many of these teach for a few years and go into other employment. They argue that as there is no probability of their receiving an annuity under the law, it is unjust to require them to contribute to the retirement fund. It has been suggested that the law be amended by allowing the district or city to pay the contributions required from their teachers. This suggestion leads to the proposition that each locality in the State should contribute to the retirement fund. In cities where such funds have been established, certain payments to them are made by these cities. The whole general plan of retirement from service on annuities throughout the business world is upon the theory that the employer shall pay a fixed annual sum or per cent into the retirement fund. There is no requirement in this law that the several districts and cities of the State — the employers of the teachers — shall make a payment into this fund. It would appear therefore that the law with propriety, justice and common business practice should be amended by requiring the Commissioner of Education to deduct from the moneys apportioned from the common school fund to the several districts and cities, an amount equal to that which is now deducted as a contribution from teachers to this fund, and place such deduction to the credit of the State retirement fund together with the amount deducted as contributions from teachers. This would insure a fund sufficient to meet all demands under the present law, and it would relieve the State from the prospect of a direct appropriation for the payment of these annuities.

#### COOPERATION WITH FARMERS INSTITUTES

For several years three lecturers have been employed by the Education Department to address farmers institutes, which are appointed by the Agricultural Department. The purpose of the addresses of these representatives is to promote general interest in education, to indicate the increasingly close relation between education and agriculture and to make clear both the general plans of the Department for causing steady growth in the efficiency of the schools and the particular plans through which the needs of those interested in farming shall be more completely met.

The welfare of the school of any district depends directly upon the interest of the people of that district in its school. It is therefore important that there be a general understanding of school conditions and needs; that the duties of the school to the community be considered; that the general progress of rural schools over the State be noted; that ways and means of strengthening weak points and broadening school opportunities be indicated to the end that proper community interest and support of the schools based on a clear-cut knowledge of the situation shall not be lacking. With this in view, an address is given usually at an evening session in which school matters are discussed; the purpose and possibilities of nature study and agriculture in the schools are explained and also the opportunity now open to the children of the State to enjoy instruction in agriculture in many of the high schools is made clear. As might be expected in a state where everyone is interested in education, the great interest of farmers in technical subjects and their desire to secure the particular facts needed in their work are accompanied by an equal interest in the schools; and facts that point out the way to better or broader opportunities for their children are welcomed.

These lecturers also seek to enlist the direct cooperation of the schools by visiting the schools in villages where farmers institutes are held. The agricultural instructors and the representatives of the Education Department endeavor to help pupils to see how important everyday school work is; to explain the new agriculture and suggest its importance and high value; and to develop the judgment of the pupils with reference to agriculture so that their relation to it as a life work may be clear. It is not maintained that all boys should choose farming even when they have the chance, but it is held that each should know what he is leaving when he decides to enter some other field.

#### EDUCATIONAL MUSEUM

It was suggested at the annual meeting of the State Examinations Board held in December 1911, that an educational museum should be established in the Education Building. The Commissioner of Education appointed a committee to consider the matter and report at the annual meeting to be held December 7, 1912. This committee consists of Dr William H. Maxwell, superintendent of schools of New York City, Dr John H. Finley, president of the College of the City of New York and Dr Rush Rhees, president of Rochester University.

The object of this museum is to have exhibited at Albany the most modern, accepted methods of teaching a subject and the necessary apparatus and helps to be used in connection therewith so that teachers from all parts of the State might go to Albany to examine and study the same. It would probably be feasible in the establishment of such a museum to make use of very many of the exhibits in the State Museum.

#### STATE AID FOR DEAF COLLEGE STUDENTS

The law provides that a blind person, who is a citizen of this State and a pupil in actual attendance upon a college, university, technical or professional school located in the State and authorized by law to grant degrees, may, on the approval of the trustees of the institution which such blind person attends, receive aid from the State to the extent of three hundred dollars a year for the purpose of giving such blind student individual assistance in his college training. This is a commendable feature of the law and has been the means in several instances of enabling this class of unfortunate persons to obtain a college training which has enabled them to engage in various occupations after leaving college.

This plan in connection with the blind students has been productive of such satisfactory results that no reason seems to exist why the same policy should not be pursued by the State in relation to deaf students who desire to attend college. It is therefore recommended that the law be amended by including deaf students as well as the blind among those who may be given assistance while pursuing regular courses of study in the colleges and universities of the State.

#### SCHOOLS FOR THE DEAF

Emphasis should be put on the fact that institutions for the deaf are primarily schools. They were started apparently as asylums and the old taint still clings to them in public estimation. At first the education of the deaf was subordinated to their care as recipients of charity. Gradually the educational features became more prominent as skill in teaching increased. The teaching function of institutions for the deaf now dominates in them and it is neither pleasant nor profitable to retain the names or the practices of the past. The children attending these institutions should have the same standing in the educational

world as hearing children in the public schools. The stigma of charity should be removed from appointments to these schools. The deaf child should be educated at the cost of the State just as the hearing child is and his parents should not be required to plead poverty in order to provide such child proper educational facilities.

One of the obstacles to efficiency in schools for the deaf in this State is divided educational authority incident to the current practice of county and State appointments. Following, as it appears, an old notion that the education of the deaf child should not begin before the age of twelve, the State does not take cognizance of a deaf pupil until he reaches that age. The child may be put into an institution at five as an indigent pupil and receive more or less instruction until he becomes a State pupil at twelve.

There are important educational reasons why the present method should be changed. It is now generally admitted that the education of a deaf child should begin at six or before. If the State is to supervise the education of a deaf child at all, the efficiency of its work demands that it should begin when the child enters school. If the State Education Department is to make the appointment at all, it can act much more intelligently and effectively by making the appointment at first. A child may be in school seven years before the Department has any legal knowledge of him. He may then continue in school by State appointment for eleven years, making a total of eighteen years in school. The progress of pupils under these conditions is not easily determined and there is a possibility that children incapable of mental development may be kept in school without making the progress that warrants such outlay. For this reason, it would be much better to have all pupils State pupils from the first. Another reason why the change is desirable is that local authorities are often reluctant to appoint children to a deaf school on account of the cost to the county. Much trouble is sometimes experienced in getting children into school when they ought to be there. This difficulty would be obviated by State appointment and support.

Deaf children should be carefully examined by competent and disinterested persons before being assigned to a school. Their degree of deafness and speech and their mental ability should determine the school to which they are to be sent. It is a mistake to put all classes of children together in the same school;



the different kinds of instruction are not equally well adapted to all deaf and partially deaf children.

A properly administered attendance law for the deaf would prove beneficial to these children. It is a mistake to assume that a child is physically unfit to attend school because he can not hear. A visit to any one of the schools for the deaf would convince the most skeptical that deaf children may be robust and full of energy. It is a mistaken kindness on the part of parents to keep their children from the advantages now offered for the education of the deaf. The darkened mind of the deaf child may be illuminated and the life greatly enriched if the educational process is begun in time under skilful teaching.

The State of New York has no school for training teachers of the deaf, although it needs more teachers than any other state. This is a lack that is seriously felt and that calls for a remedy. A department for training teachers for the deaf might be established in one or more of the normal schools, or, better still, perhaps in one or more of the institutions for the deaf, where practice as well as precept could be given. There is a demand in particular for expert teachers of speech and speech reading.

The State requires no standard for teachers of the deaf, either in scholarship or professional training. Each school may fix its own standard. It would be a decided step in advance to fix a minimum qualification for teachers in these schools.

Some of the schools make the Department's preliminary certificate the standard of elementary work; some have standards of their own; some have no literary standard for completion of the course. It seems desirable that a uniform standard for measuring results be established.

The ordinary teacher does not and can not draw a very definite line between the normal and the subnormal child. Mentality shades into subnormality and idiocy by imperceptible degrees. The extremes are apparent; the intervening gradations are hard to distinguish. Skilful teaching often awakens dull minds and brings forth what did not appear to exist. There are, however, undoubtedly some children retained in schools for the deaf that do not and can not profit by school instruction. These should be placed where they can be dealt with according to their capacities.

## PRISON SCHOOLS

Prisons should be regarded as reformatories. They are, strictly speaking, the only real reformatories. The character of men in prison is fully formed and must be reformed if anything is to be accomplished. Very little systematic effort has been made until in recent years to make over the men and women who in mature life have been segregated from society for crime. It is indeed doubtful whether men and women can be reformed by the direct efforts of individuals or the State. It is probably nearer the truth to say that a man can not be reformed but may reform himself.

The prison schools of New York are based on this belief. The means employed are very simple. They involve reading, thought and expression. The men are taught to read in order that they may be brought into contact through books with the best that has been thought and done by men and women in the various walks of life. They are influenced to think in order that they may reach correct conclusions regarding the problems of society. They are taught to express their knowledge in correct form in order that they may get a firm hold upon it and make proper use of it.

Not the least valuable feature of the schools in the prisons of New York is that they are real schools with classrooms, teachers, adequate supervision, daily recitations and study. They are day schools, not put into some unoccupied evening hour when the men are too weary to profit by them, nor conducted by correspondence to destroy their chief value as opportunities to mingle with others, compare opinions and correct errors. If prison schools are worth having, they are entitled to the prominence that has been given them in the prisons of New York. The success they have gained is due largely to the importance that has been attached to them by prison officials and the State.

Another important feature of the New York prison schools is that a civilian head teacher is in charge of each one of them and gives his whole time to the work; and all his time and energy are none too much for the task. He trains his teachers, outlines their work and supervises it day by day. He is the controlling and inspiring force that shapes all the efforts. He directs the reading and the discussions that are the main reliance in the school's efforts to help the men to help themselves.

The benefits of the schools reach only about 30 per cent of the

inmates of the prisons. The facilities are limited and only the most illiterate and needy are put into the schools. A good foundation is being laid and it is better to stop there than to go ahead to do superficially and inadequately the higher and more important work; but with a proper conception of the problem and ample means to carry it out there is a broad field for the extension of the work of the prison schools which would prove of great value to society and to the State.

### SCHOOLS FOR THE BLIND

There is little that is special in the education of the blind. The blind child supplies the place of sight by his other senses and his mental activity is stimulated by his loss. His capacity for education is not so restricted as that of the deaf child because of his readier access to language. Some subjects must be omitted in his education but the range of his possibilities is sufficiently wide.

The subject that should be uppermost with teachers of the blind is, What line of school work is best for the blind? There does not seem to be much inclination to depart from the prescribed course for seeing children. Physical training seems to be of great importance and perhaps the greatest apparent lack is in this line. More out-door life would be an improvement.

### INDIAN SCHOOLS

Number of children in reservation schools.....	847
Number of Indian children in other schools.....	256
Whole number of children under instruction.....	1103
Number of children under five years of age.....	556
Number of school days in the year.....	186
Aggregate days' attendance.....	98 137
Number of teachers employed.....	36
Percentage of attendance to enrolment.....	72

There are on the several Indian reservations, thirty-two one-room buildings and one four-room building, belonging to the State and under the charge of the State Education Department. Some of these are old but all are in fair condition.

The grounds need attention. They should be beautified and utilized as object lessons and for instruction in the use and care of the soil. They should be cleared, graded and fenced.

The greatest need is for an ample supply of water. Many of the schools have not a supply of water reasonably accessible. Health and cleanliness are jeopardized under existing conditions. With an abundance of water for daily use, the schools may be made much more helpful. One school on the Cattaraugus reservation has been supplied with water by a pipe line connected with the main of the Gowanda State Hospital. A few schools have driven wells and others can be supplied in this way. In some cases drilled wells seem to be the only available means of supplying water. This matter is important and a special appropriation should be available for such work.

The schools are being gradually equipped with the essentials for efficient instruction. Some of the apparatus is being made in the Onondaga workshop. Other reservations might contribute to the requirements if provided with tools and material. Books are furnished freely to the schools and material for hand work of various kinds is provided as extensively as means will allow.

A card index of all Indian children under sixteen years of age has been made out during the year. The inspector has a set for each reservation; each principal teacher has one for his reservation; each teacher has one for her school. This arrangement affords an easy way of keeping the record of pupils for ready reference. The record will be useful in many ways. The cards contain the names of the pupils, their ages and the number of days they have been in school each year. With proper attention this system will be a means of improving attendance and promoting advancement.

The change from superintendents to principal teachers, that has been going on quietly for several years, is now in full operation on all the reservations. The principal teachers are in close touch with the inspector and monthly reports are made by each teacher. Weekly reports are made by the principal teachers. The new system is much more efficient than the old one.

The policy has been to retain teachers from year to year if they prove efficient and progressive. Most of the present principal teachers have been in their positions since the new plan was established. Many of the other teachers have had years of experience in teaching in Indian schools. Teachers who have had continuous service in this line of work are preferable to those who have not. It takes time and special instruction to make a good teacher for an Indian school. Teaching an Indian child is quite different from teaching a white child. Teachers who have been fairly successful in white

schools do not always succeed in Indian schools. A large percentage of the teachers employed in these schools are training class graduates and some of them do commendable work.

The aim has been to teach the children to speak, read and write the English language correctly in its simpler forms, to observe accurately, to acquire the relatively most important facts needed in everyday life, to do the things which must be done by them in their present environment, in short to be socially efficient, self-reliant and helpful. This aim has never been lost sight of and has been partially attained. The children have been taught to use their hands as well as their minds, to help others as well as to care for themselves, to understand their relations to life and society.

It becomes more evident each year that the educational problem on the Indian reservations is very closely connected with the social problem. The adults must be educated as well as the children. The schools must be made centers of all helpful influences that will aid in transforming the crude life of the reservations into the more developed life of the white man. The schools should be social centers of truly missionary endeavor.

The work of uplifting the community life of the reservation must be done indirectly. The principal teachers should have homes on the reservations. The State provides a home for the principal teacher on the Tuscarora reservation. He and his family are rendering a valuable social service to the community. The Indians go to him for advice and help in trouble. Much of his best work is done outside the classroom. The Onondaga school is a good example of what schools on the reservations should be. The principal teacher has a home on the school grounds, cultivates a garden, keeps a horse, poultry etc., teaches the children to work the soil, handle tools, and do other manual work. His wife teaches the girls to cook, put up fruit, and do housework. All the teachers live in the family of the principal teacher and are interested in the social life of the community. There is a reading room in the house and social gatherings are frequent. There is the constant example of life of a wholesome quality.

There are two schools that should be mentioned in connection with Indian education in the State, although they are not under the supervision of the Department — the Quaker school at Tunessasa and the Thomas Indian School at Iroquois. These two schools are instructing about two hundred twenty-five children assembled from the various reservations. The first of these schools has been in operation

for a long time and is a good example of the type of school helpful to the Indian. It puts emphasis on home and industrial training and is rendering a fine service to the Indian youth. It is maintained by voluntary contributions. The Thomas Indian School is a State school though, for some unaccountable reason, not a part of the public school system. It is splendidly equipped and is in shape to do great service in the education and socializing of the Cattaraugus Indians. It is unfortunate that its full efficiency as an educational factor can not be realized because of its isolation from the general school system of the reservations and its classification as a charitable instead of a strictly educational institution.

#### ORPHAN SCHOOLS

These schools are highly important from the standpoint of the public welfare. They assemble a class of prospective citizens that may prove a menace to society if not educated. These institutions should be dealt with as schools maintained in homes and not as asylums. The older notion regarding them should be discarded. The best school equipment should be provided for them, the best teachers should be employed in them and they should be made the equal of public schools. State supervision should be required and should be exacting. The State should contribute liberally to the support of these schools and should require a high grade of efficiency and instruction along practical lines.

#### NORMAL SCHOOLS

Dr Francis J. Cheney served as principal of the Cortland State Normal School from September 1891 to March 9, 1912, the date on which he suddenly died. Before assuming the principalship of the school, Doctor Cheney had the benefit of an unusual experience as a high school principal and an inspector of teachers training classes. He entered the service of this school at a critical period in its history, but through his wise management and integrity of purpose he made it an important factor in the State's school system. The new principal, Mr H. DeW. DeGroat, takes up his labors with the scholarship, the ambition, energy, ideals and an experience in school work to give assurance of the institution's continued successful career.

The new building for the Oswego school is nearly completed and will be occupied within the year. It is one of the best planned and should be one of the best equipped state normal school plants in the whole country. The Legislature of 1912 authorized the Commis-

sioner of Education to sell the old building and from the proceeds of such sale to expend \$30,000 for the equipment of the new building and \$25,000 for grading the site. It has not been possible to sell the old property for this amount. The best offer which has been made the State is \$21,000. The opinion seems to prevail in Oswego that the State may be forced to accept a low figure for the property, if it is sold at all, and real estate dealers in that section are not therefore disposed to make favorable propositions for the purchase of the property. There are many purposes for which this property might be advantageously used by the State and it is therefore recommended that the property be used for some of the State's charitable work and that the Legislature make an appropriation of \$55,000 for furnishing the new building and grading the site.

The Legislature of 1911 authorized the construction of a new building to replace the original building of the Potsdam State Normal School. The bill received the approval of the Governor. The State Architect was authorized, under the law, to prepare plans for such building. The Legislature of 1912 authorized an appropriation of \$100,000 to begin the construction of such building. It is to be regretted that this appropriation was vetoed by the Governor. The present building is unsanitary and unsuitable for use. If it were a public school building, the proper authorities would be justified in condemning it. The former State Architect has examined this building and reported that it can not be advantageously repaired. He has recommended a new building. An institution which is engaged in training teachers for the public schools of the State should be housed in a building which is sanitary and suitable for its purpose. The needs of the institution are imperative. It must, of course, now suffer the delay of one year but its conditions are such that the Legislature of 1913 should make an appropriation for the beginning of the construction of the building which was authorized in 1911.

The State Architect completed in July 1912 the plans for the new building for the Buffalo State Normal School. The following bids for the general construction of such building were received and opened in the office of the Commissioner of Education on August 20th: Southern Dutchess Construction Company, Fishkill Landing, \$356,661; Eastern Concrete Steel Company, Buffalo, \$363,398; Metz Bros. Company, Buffalo, \$366,900; R. T. Ford Company, Rochester, \$374,000; Mosier & Summers, Buffalo, \$384,000; Oscawana Building Company, New York, \$404,700; The Durolithic Company, Buffalo, \$404,820; H. P. Sickels Company, Rochester, \$411,000. The

lowest bidder was the Southern Dutchess Construction Company but this company did not inclose a check with its bid as the law required and it did not specify the time within which it would construct the building. This bid was protested by the next lowest bidder, the Eastern Concrete Steel Company of Buffalo. The State Architect tabulated the results of these bids and recommended that the contract be awarded to the Southern Dutchess Construction Company of Fishkill Landing. Because of the irregularities in its bid as above stated and the protest received, the Commissioner of Education deemed it necessary to give a hearing upon the question of awarding such contract. Thereafter he authorized the State Architect to award the contract to the Eastern Concrete Steel Company of Buffalo. The entire cost of the building will be \$363,398. In awarding this contract the Commissioner of Education submitted the following opinion in the case :

IN THE MATTER OF AWARDING THE CONTRACT FOR THE CONSTRUCTION  
OF A NEW BUILDING FOR THE BUFFALO STATE NORMAL SCHOOL

A hearing on this question was given by me on September 16, 1912, at 11 o'clock a. m. Mr Thomas J. Martin, vice president of the Southern Dutchess Construction Company, appeared in behalf of that company with Honorable John F. Schlosser as counsel. Mr George T. Roberts, vice president and treasurer of the Eastern Concrete Steel Company, appeared for that company with Henry W. Killeen, Esquire, as counsel.

The building now used by the Buffalo State Normal School is not properly lighted or ventilated, is an old three-story building of brick and wood construction, and its walls have parted and settled in many places to such an extent that the State expended several hundred dollars last year, under the direction of the State Architect, in shoring it up for temporary use.

Chapter 520 of the Laws of 1910 authorizes the construction of a new building and confers upon the Commissioner of Education the power to award contracts for the construction thereof. Among other provisions of this law, is the requirement in section 3 that "upon all proposals for the work of construction, heating, lighting or plumbing of such buildings, a preliminary deposit in an amount to be determined by the State Architect, or a certified check of like amount drawn upon some legally incorporated bank in this State, shall in all cases be required as an evidence of good faith."

The notice to bidders stated this requirement of the law and the blank proposals on which they were required to submit their bids required them to specify the time within which they would complete the construction of the building. The notice also stated that the right to reject any or all of the bids received was reserved.

The Southern Dutchess Construction Company of Fishkill, which was incorporated August 9, 1912, with a capital stock of \$10,000,



submitted a bid of \$356,661, which was the lowest bid received. It was shown at the hearing that neither this company nor the three men who form it have ever constructed a public building or been identified with large construction work.

The Eastern Concrete Steel Company of Buffalo, which has a capital stock of \$100,000, submitted a bid of \$363,398, which was the next lowest bid received. The inquiry held showed that this company has been in business for many years and has had much experience in the construction of public and other large buildings. It has constructed one State building and is now completing a second and I am advised by the State Architect in a satisfactory manner. This company complied fully with every requirement in submitting its bid. A certified check of the required amount was inclosed and it proposed to complete the building within 450 days.

The Southern Duchess Construction Company did not comply with the requirements. It did not inclose with its bid a preliminary deposit or a certified check but insisted that this failure was an inadvertence and the representative of the company claimed that he supposed the check had been inclosed in the bid as required. The company further failed to specify the time limit within which it proposed to complete the building. When this company knew that it was the lowest bidder, it obtained a cashier's check and left such check with a clerk of the Education Department. Thereafter and after it knew the period of time within which its nearest competitor proposed to do the work, this company wrote the State Architect proposing to do the work within the same period of time as the Eastern Concrete Steel Company.

The bid of the Southern Duchess Construction Company is \$6737 less than the bid of the Eastern Concrete Steel Company. In view however of the irregularities herein stated, of the elements of danger and inconvenience in the use of the present building which make the future needs of the institution imperative, of the much larger experience which the Eastern Concrete Steel Company has had, of its established organization and its apparent ability to begin this work immediately, the satisfactory manner in which it has completed previous State work, and of the company being located in Buffalo, it is my judgment that the interests of the school would be promoted and the interests of the State best protected by awarding the contract to the Eastern Concrete Steel Company.

This conclusion has been reached with much reluctance and I should have been gratified if all the elements in the case were such that the contract could have been awarded with prudence and justice to all parties in interest, to the lowest bidder.

Upon the request of the State Architect, the Attorney General wrote an opinion in which he held that, as the proposal of the lowest bidder did not comply with the conditions on which these proposals were requested, such bidder could not insist upon his bid being considered but that it was within the discretion of the Commissioner of Education to accept such bid and award the contract thereon. Such opinion expressed by the Attorney General does not absolve me from

the responsibility of exercising the discretion which the law contemplates and, as I concur in this opinion, I deem it proper, for the reasons above expressed, to determine that the contract in question should be awarded to the Eastern Concrete Steel Company in the sum of \$363,398.

A. S. DRAPER

*Commissioner of Education*

The Legislature appropriated only \$100,000 for the commencement of this work. The contractor has agreed to complete the work in 450 days. The work will probably be so advanced by April next that additional funds will be required to continue the construction and meet the claims of the contractor as they become due. Furthermore, as the building is to be completed under the terms of the contract, about February 1, 1914, the Legislature of 1913 should appropriate the remaining \$300,000.

When the Potsdam and Buffalo buildings are completed, our State normal school buildings will all be in fine condition and no unusual appropriations for the ten schools maintained by the State will be required for many years.

During the year, these schools graduated 1130 trained teachers and, of all the teachers employed in the public schools of the State, 8922 or 20 per cent were graduates of our State normal schools. The State is therefore getting adequate returns for its investment in these institutions and its expenditures for their support.

Believing that the State normal schools should provide teachers for our rural schools, it was determined to establish in the Brockport school a special course for training teachers for such schools. This decision was not reached until late in the year but the course opened in September with a satisfactory group of students. The requirement for admission to this course is the completion of the four-year minimum approved high school course. The professional course covers a period of one year. This course is as follows:

#### Rural school course

	PERIODS
Psychology .....	100
Methods of language, grammar and composition.....	100
School economy and rural school organization.....	40
Methods of vocal music .....	80
Methods of arithmetic .....	60
Methods of American history .....	80
Methods of drawing and elementary handwork. ....	120

	PERIODS
Methods of geography .....	100
Methods of primary reading, spelling and phonics.....	100
Methods of nature study and of elementary science..	100
Penmanship .....	40
Methods of physical training.....	80
Observation and practice.....	200
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Total .....	1200

Those who complete this course will receive diplomas which will be valid for ten years and which will authorize their holders to teach in any school in the State, outside of cities or villages having a population of five thousand or more, which does not maintain an academic department. In other words, the diploma issued on the completion of this course restricts its holder from teaching anywhere except in the rural schools. The diploma may be renewed for ten-year periods provided the holder thereof has taught on such diploma for a period of at least five years.

Any teacher who has completed this course and desires to qualify to teach in any of the schools of the State may enter a State normal school and, on making one year's work which must include the following subjects, may receive a full normal diploma:

	PERIODS
Principles and history of education.....	100
Methods of literature } One to be elected.....	100
Methods of Latin }	
Methods of vocal music .....	40
Methods of arithmetic and algebra.....	60
Methods of drawing and elementary handwork.....	40
Logic .....	80
Methods of manual training and household arts.....	160
Methods of physical training .....	40
Observation and practice.....	400
<hr/>	
Total .....	1020

In 1904 the number of teachers employed in the ten State normal schools was 228 and the aggregate amount of their salaries was \$219,284. In 1912 the number of teachers employed in these schools was 269 and the aggregate amount of their salaries was \$315,354.78. The average salary of these teachers in 1904 was \$990.70 and in 1912 \$1172.32 or an increase of 18.3 per cent in eight years. The Legislature has never made a specific appro-

priation for the increase of the salaries of these teachers. There has been a slight increase in the budget for each of the State normal schools from year to year and this has enabled the principals and local boards to recommend to the Education Department a slight increase in the salaries of those teachers who have been the most efficient and who have rendered the longest service in such schools.

The salaries which are paid many of these teachers are inadequate. It seems advisable to fix a minimum salary which shall be paid them at the end of a certain fixed period of service. The schools are now somewhat embarrassed by the frequent changes in teachers. Many of the best teachers are offered larger salaries in the school systems of the large cities of the country and resign their positions in the normal schools to accept such offers. The State should be able to select for these schools the best teachers which can be found in the country and, after obtaining such teachers, should be able to pay salaries which teachers of their ability may command. It would be a strong incentive to these teachers to do their best work and to remain in the service of these institutions if they understood that by so doing they would receive a gradual increase in salary until a maximum amount was reached. On the other hand, it should be distinctly understood that, if a teacher after a fair trial is not able to do satisfactory work, she should on reasonable notice and at the end of a year vacate her position. To carry out a plan of this kind it would be necessary to increase the appropriation for the maintenance of normal schools about \$55,000.

A bill establishing a schedule on a plan somewhat of this kind was before the Legislature of 1912. It passed both houses but was vetoed by the Governor. The bill carried with it an appropriation of \$56,000 to make the provisions effective. It seems unnecessary to ask for further legislation to put such plan in operation. The statutes now confer on the Regents and the Commissioner of Education the power to prescribe rules in relation to the school system and to the normal schools. Such rules have the full force of a legislative enactment. The adoption of the following rules would not only accomplish this result but would be the means of increasing the efficiency of the teaching force of the State normal schools:

- 1 No teacher who has not been graduated from an approved college and who has not had sufficient successful experience to demonstrate her ability to render good service in the position to

which she is appointed shall be employed in the normal department of a State normal school.

2 The minimum annual salary of all teachers hereafter employed in the normal department of a State normal school shall be as follows:

*a* For the first five years of such service, one thousand dollars

*b* After having rendered five years of such service, one thousand five hundred dollars

*c* After having rendered ten years of such service, two thousand dollars

*d* After having rendered twenty years of such service, three thousand dollars

3 The minimum salary of a critic or practice teacher for the first five years of her service shall be one thousand dollars and, after having rendered five years of such service, one thousand five hundred dollars.

4 The salaries of all teachers who have heretofore been employed in the normal departments of these schools and who are not now receiving the minimum salary above stated shall be fixed at such amounts as the principals and local boards of the several schools shall recommend, subject to the approval of the Commissioner of Education. In determining the salaries which these teachers shall receive, the education, the experience and the efficiency of such teachers shall be taken into consideration.

The Education Department has taken this question up with the local representatives of each State normal school and has requested the principal of each of these schools to submit a schedule of salaries for next year on this basis. The amount of increase in the maintenance fund to meet this additional expenditure will be included in the budget for the several State normal schools which is submitted to the Legislature.

In the fall of 1911, the Cortland State Normal School started courses for training teachers of agriculture. As the graduates are to teach in the courses of agriculture, mechanic arts and homemaking established in the high schools, these normal courses are organized with the idea of offering an opportunity to observe and participate in community cooperative work. One of the instructors is employed during the summer to keep in touch with the community work. During the summer of 1912, five farmers carried on experiments under the direction and immediate supervision of the teachers of agriculture. Two fertilizer plot tests were conducted with corn

and one fertilizer and lime test with oats and the subsequent seeding. Two other farmers (using about twenty acres of land) were to determine dates and manner of seeding for alfalfa. These experiments are being watched with much interest by all farmers in the neighborhood. The students have assisted in carrying out all this work and keep in close touch with the results.

The students have been active in grange meetings, farmers institutes, and other local meetings and societies.

Plans have been made for a much more extensive series of experiments during 1913. Aside from the continuation of the above experiments, five other fertilizer and lime requirement tests are to be conducted. A complete fertilizer test, involving one hundred forty-eight plots and a double five-year rotation is to be carried on in co-operation with the State College of Agriculture. To meet a demand shown through inquiries made in relation to weed sprays, three tests are to be made with the common weeds. Plans for different methods of orchard management are under way, for example, sod vs. tillage or sod mulch; and sod vs. sod mulch; methods of thinning, etc.

The cooperative plan is not complete if it is not reciprocal, and these experimental results are therefore intended to be made valuable to both student and farmer. But the plan goes still further. There are many ways in which exchanges are made. The farmers offer their fields of standing grain, pastures and meadows for the works of the farm crops classes, their stables and herds for cattle judging and dairying. The school renders aid in taking the elevations for the laying of drains, beginning dairy records and farm accounts, pruning orchards, soil testing for lime requirement, preventatives or remedies for plant diseases, and the testing of milk for fat and bacterial count. All this work has been carried on by the school during the past year.

At the annual Cortland County Fair, the school presented an exhibit, the prime feature of which was to encourage the increased production of alfalfa as a forage crop. Much interest was manifested by the farmers, twenty-six of whom expressed a desire to receive assistance from the school in starting fields.

That the farmers have consented to talk to the students in the classroom is an important fact. The more successful farmers in the community will address the classes in agriculture on the following subjects: successful corn growing, intensive cabbage growing, practical dairy records, market gardening, classification of grasses, diseases of the horse, diseases of the cow, breeding pure-bred cattle.

care and feeding of the laying hen, marketing eggs and poultry, feeding the dairy cow, feeding the test cow.

Those who are trained as teachers in these normal courses are expected to become teachers in the academic courses which have been organized in fifty-five high schools and which in the next five years should be organized in the six hundred high schools now established in the agricultural sections of the State. These teachers may then organize similar cooperative plans between their students and the farmers living in the territory where these schools exist. The influence of such instruction would then be an important factor in promoting scientific methods of farming.

#### SUMMER SESSION AT ONEONTA NORMAL SCHOOL

For several years this Department has pointed out the advantages which would accrue to the school system of the State by the organization of summer sessions in the State normal schools. A specific recommendation was made to the Legislature last year, urging an appropriation of \$4000 for the purpose of organizing one of these summer sessions as an experiment. The Legislature made the appropriation and the State Normal School at Oneonta was designated to organize the first summer session. This experiment terminated so successfully that it is believed that one or two additional schools might be maintained next year. The summer session at Oneonta will be placed on a permanent basis. This work should be extended from year to year, if sufficient demand exists, so that eventually each of the ten normal schools shall maintain a summer session. The report made by the principal of the Oneonta Normal School on the work of the summer session is so clear and satisfactory that it is submitted here as an indication of what was accomplished:

The summer session of 1912 was the first summer session held in this school and also the first to be held in any normal school of the State. The Legislature of 1912 appropriated the sum of \$4000 for the maintenance of this session. Because of the lateness of the appropriation it was not possible to announce the session until the first of May. For this reason it was thought that the attendance would not be large. The attendance however exceeded anticipation as two hundred fourteen students were enrolled, of whom eleven were men and two hundred three, women. These students came from many counties of the State. They were all teachers of experience. City school systems and rural schools were about equally represented in the student body. The attendance was regular. With few

exceptions, students entered at the opening of the session and remained until the close.

The courses of study offered were the regular elementary normal course and the primary-kindergarten course. Opportunity was given to students to complete in the summer session the work of a quarter year of the regular courses of the school and programs were arranged to the end that students might complete the courses of the school by attendance at a sufficient number of summer sessions. Examinations were held at the close of the session and reports of all work were sent to students.

In addition to the classes of the normal courses, a model school of the first five grades of the elementary school was maintained. These grades numbered thirty children each and were used as a school of observation, each grade being in charge of a special teacher who did all the work of instruction.

At various times during the session addresses were given in the general assembly room of the school by speakers prominent in educational work.

It is the judgment of the local board of managers and of the faculty that the work of the session was most successful. It is evident that there is a large demand among the teachers of the State for summer sessions of the normal schools. Many teachers have no opportunity for the professional training of the normal schools except as it can be obtained from summer sessions of these institutions. Because of the superior work accomplished at this summer session and because of the large attendance, the local board of managers would respectfully recommend that the summer session of this school be made permanent.

## STATE NORMAL SCHOOL AT BROCKPORT

### GRADUATES 1912

#### *Professional course*

Brew, M. Maud	Bergen	Knowles, Millicent Edna	Brockport
Brusie, Jessie Ione	Bergen	Leonard, Ruth DeShon	Fairport
Card, Marjory W.	Medina	McCagg, Frank Lyon	Clarkson
Cotter, Anita Irene	Brockport	McKnight, Alice	Medina
Cotter, Mary Marguerite	Brockport	Malony, Laura Colby	Dundee
Crary, Mabel Lyon	Clarkson	Mann, Marjorie	Brockport
Deasy, Anna Margaret	Albion	Merrill, Ruth Hermione	Waterport
DeForrest, Hazelle A.	Medina	Possion, Artamesia Alethe	Albion
Drake, Katherine M.	Brockport	Post, Alice Carrie	Holley
Duggan, Mary Grace	Albion	Furdy, Mary Elizabeth	Canandaigua
Gallup, Jackson	Brockport	Schlick, Irene Florence	Brockport
Getman, Marguerite	Port Byron	Schwenzer, Helen Elizabeth	Webster
Ginther, Freda Matilda	Adams Basin	Seager, Eva	Holley
Harlow, Marion Manro	Auburn	Shea, Katherine	Brockport
Harvey, Auriel Almira	Lyons	Smith, Frances Rogers	Auburn
Hill, S. Mildred	Mendon	Thompson, May L.	Clarkson
Holdridge, Beatrice Josephine	Cato	Turner, Grace A.	Clarendon
Hollingsworth, Florence Isabel	Victor	Weber, Evelyn Catherine	Newark
Hollowood, Margaret Delia	Belleville		



## STATE NORMAL SCHOOL AT BUFFALO

## GRADUATES, JANUARY 1912

*Professional course*

Bowen, Jennie Hanna	Buffalo	Heller, Adela	Buffalo
Burkhalter, Christine N.	South Dayton	McGavisk, Katharine A.	Olean
Cleveland, Nellie Elizabeth	Depew	Neill, Alice M.	Westfield
Dempsey, Anna V.	Lancaster	Nye, Cornelia Evelyn	East Aurora
De Viney, Edna Dorothy	Buffalo	Potter, Lucy Adele	Lyndonville
Falk, Mildred	Buffalo	Silverberg, Celia	Buffalo
Friendly, Jeanette M.	Buffalo	Stone, Lillian Alberta	Angola
Gamble, Agnes Jane	N. Tonawanda	Townsend, Elizabeth Emily	Orchard Park
Haley, S. Florence	Buffalo	Vradenburg, Myrtle	Buffalo

*Kindergarten-primary course*

Andrews, Muriel Florence	Niagara Falls	Thomson, Fatanitza Louise	Watertown
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## GRADUATES, JUNE 1912

*Professional course*

Anderson, E. Mildred	Springville	Kowalski, Stephen L.	Darien Center
Armour, Jessie Irene	Buffalo	Krause, Edna A.	Ebenezer
Atkinson, Annie E.	Buffalo	Krebs, Loretto Mabel	Collins
Barney, Pearl Ethel	Basom	Kuch, Florence C.	Buffalo
Bates, Gertrude Eunice	Akron	La Due, Dorothy G.	Buffalo
Becker, Etta Tralles	Buffalo	La Van, Inez Margaret	Niagara Falls
Beggs, Frances E.	Lewiston	Leahy, Helen Martina	Buffalo
Blackney, Fannie Catharine	Angola	Lutz, Estella M.	Armour
Boardman, Annie	N. Tonawanda	McAlinden, Ethel Helena	Buffalo
Bodine, Anna M.	Clarence	McAvoy, Alice Gertrude	Tonawanda
Bolt, Katherine A.	Depew	McAvoy, Frances Marion	Tonawanda
Bonnet, Mary H.	Buffalo	McConkey, Ethel M.	Lewiston
Booth, Sarah	Niagara Falls	McConnell, Saville	Hamburg
Bowen, Katharine C.	Buffalo	McGowan, Julia May	Youngstown
Bremer, Blanche Ellen	North Evans	Macnaughton, Ida Rose	Buffalo
Brooks, Isabel	Buffalo	Maney, Helen Marguerite	Batavia
Brown, Helen Irene	Buffalo	Mason, A. Irene	North Java
Bugman, Mildred M.	Buffalo	Merrill, Ethel	Buffalo
Calkins, Mildred	Buffalo	Metzger, Margaret	Buffalo
Carmer, E. Reba	Belmont	Minnick, Jennie T.	Boston
Carroll, Martha M.	Buffalo	Mockler, Ellen C.	Buffalo
Clark, Ruth	Buffalo	Mullaney, Mary	Buffalo
Cochran, Edna Ruth	Buffalo	Newman, Mabel E.	Buffalo
Cofran, Alice May	Franklinville	Perkins, Mary J.	Buffalo
Collins, Catharine	Niagara Falls	Phelps, Ruth Estelle	Buffalo
Connors, Irene B.	Buffalo	Pomeroy, F. Isabella	Buffalo
Corcoran, Mary A.	Buffalo	Powell, Rachel A.	Lewiston
Corsett, Ethel Marie	Olean	Rain, Elsie M.	Alden
Coughlin, Catherine V.	Buffalo	Raymond, Cornelia Wilson	Buffalo
Cournan, Ella F.	Buffalo	Regan, Gertrude M.	Buffalo
Coyle, M. Helen	Wellsville	Reiner, Florence Louise	Alden
Curry, Frances Anna	Buffalo	Robbins, Clara May	Lockport
Dahn, Delia Emma	Darien Center	Robinson, Virginia Elizabeth	Aravada, Col.
Davis, Bernice Mae	Lackawanna		Franklinville
Davis, Seltee	Buffalo	Rowland, Lucy E.	Buffalo
Davison, Annie Bell	Bath	Sayles, Edna I.	Olean
Dwyer, Florence	Buffalo	Sheahan, Nora F.	Buffalo
Eckhardt, Florence E.	Hamburg	Slatesone, Amy C.	Buffalo
Eisert, Anna G.	Allegany	Smith, Mabel Claxton	Buffalo
Fitzpatrick, Mary C.	Ellicottville	Staff, Mildred T.	Buffalo
Freeman, Carrie Beatrice	Franklinville	Stephens, Vina Belle	Canisteo
Friedman, Sarah	Elmira	Stimlinger, Helen Kathryn	Olean
Gateley, Katherine	Buffalo	Story, Katharine L.	Buffalo
Grodzinsky, Rose	Buffalo	Strahan, Marie V.	Friendship
Hampton, Margaret Ellen	Orchard Park	Sullivan, Catherine R.	Olean
Hart, Ada	Orchard Park	Tait, Helen May	Buffalo
Hohn, Ethel M.	Buffalo	Thacher, T. Marguerite	Olean
Jacobs, Lora Mary	Buffalo	Timm, Benjamin Harrison	Blasdel
James, Ada Emma	Buffalo	Tyrrell, Teresa A.	Depew
James, Jennie Mildred	Buffalo	Van Alstine, Lucy Niles	Hamlet
James, Ruth A.	Cuba	Walker, Lenore Elmina	Williamsville
Joslin, Nora May	East Aurora	Waring, Marjorie	Franklinville
Kauth, Cora C.	Buffalo	Weidemiller, Rose F.	Buffalo
Keiran, Mary E.	Buffalo	Whitmer, Alice L.	Springville
Keilllee, Leilah Margaret	Buffalo	Willson, Anna E.	Boston
King, Samuel Frederick	Town Line	Wright, Frances E.	Alden
Kinsella, Margaret Mary	Corfu	Zacher, Brunhilda	Buffalo
Kopenhafer, Gladys M.	North Boston	Zimmer, Virginia Caroline	Canaseraga

*Kindergarten-primary course*

Austin, Bernice Colman	Buffalo	McQuade, Loretta	Buffalo
Cornwell, Veva Matilda	Niagara Falls	Wahl, Lucie E.	Alden
Dahn, M. Blanche	Alden	Wolf, Edith M.	Tonawanda

*Kindergarten course*

Baumhofer, Grace M.	Niagara Falls	Lieb, Florence Annie	Horneli
Beach, Sarah Frances	Buffalo	Littlefield, Elizabeth	Buffalo
Boyd, Kathleen Eaton	Canaseraga	McGean, Blanche J.	Buffalo
Frame, May Vivene	Clayton	Menzies, Florence B.	Buffalo
Gollop, Marion M.	Buffalo	Newton, Beatrice	Syracuse
Haffa, Elsie Marie	Buffalo	Robinson, Mabel H.	Lancaster
Hardel, Clara L.	Olean	Tefft, Gretchen E.	Springville
Hart, Beatrice Celestine	Olean		

*Household arts course*

Abbott, Ruth Fanny	Buffalo	Hunt, H. Leigh	Hamburg
Alberger, Florence R.	Hamburg	Hyman, Edith R.	Buffalo
Bambam, Louise J.	Buffalo	Kempner, Lena W.	Buffalo
Bangert, Charlotte H.	Buffalo	Lake, Miriam Gilbert	Buffalo
Becker, Loretta O. L.	Buffalo	Latta, Agnes W.	N. Tonawanda
Bleckley, Georgia E.	Buffalo	Long, Florence G.	Buffalo
Bordwell, Clara E.	Buffalo	Machemer, Emily C.	Buffalo
Brelos, Alice H.	Williamsville	Morton, Arlie L.	Buffalo
Brodie, Ida Mae	Bergen	Price, Jessie W.	Buffalo
Burley, Violet E.	Buffalo	Ransom, Marjorie E.	Ransomville
Carney, Gertrude B.	Ilion	Ream, Ellen M.	Buffalo
Caudell, Theo. N.	Buffalo	Roginson, Florence W.	East Aurora
Coan, Bessie I.	Buffalo	Rooney, E. Josephine	Buffalo
Davis, Emma M.	Buffalo	Schaefer, Evelyn E.	Buffalo
Delahunt, Dorothy F.	Buffalo	Shifferens, Anna T.	Buffalo
Delahunt, Lenore E.	Buffalo	Skiff, Laura Barker	Gainesville
Finegan, Agnes Helen	Buffalo	Small, Marguerite L.	Buffalo
Fowler, Lina H.	Buffalo	Stewart, Florence Helene	Canandaigua
Frick, Emma A.	Buffalo	Straub, Henrietta H.	Buffalo
Funk, Esther J.	Buffalo	Thomas, Edith	Buffalo
Greth, Rosina M.	Tonawanda	Thurstone, Lois G.	Buffalo
Guess, Wilhelmina	Buffalo	Walker, Alice S.	Buffalo
Hamlen, Marion S.	Mohawk	Weiland, Emily P.	Buffalo
Harmony, F. Evelyn	Buffalo	Whittemore, Fanny Sherman	Buffalo
Hobson, Grace I.	Buffalo		

*Vocational course*

Gannon, George Edward	Buffalo	Krull, Raymond Pratt	Buffalo
Henderson, John W.	Buffalo	Smith, Clifford Bryant	Buffalo
Krans, Carl Reinhold	Buffalo	Zientowski, Anthony K.	Buffalo

## STATE NORMAL SCHOOL AT CORTLAND

## GRADUATES 1912

*Classical course*

Corcoran, Josephine A.	Cortland
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*English course*

Slocum, Edith Louise	Marathon	Dowd, William Martin	Cortland
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*Professional course*

Adams, Vera I. Marguerite	Franklinville	Beecher, Lida Lui	Sennett
Aldrich, Mary Edith	Riverhead	Benning, Amy Irene	Lyons
Allen, Josephine	Granville	Brewer, Nettie Louise	Ithaca
Alvord, Gladys Mary	East Syracuse	Brown, Mabel Ella	Pitcher Springs
Bailey, B. Gertrude	Elkland, Pa.	Bull, Marion Loder	Cortland
Ballard, Azora M.	Penn Yan	Bullis, Marion Louise	Oswego
Ballard, Gladys	Binghamton	Burdick, Francis Monroe	Erieville
Ballou, Flora Julia	Messengersville	Burdick, Susie L.	Cortland
Barnes, Alta Marie	Warner	Burt, Elsie M.	Blodgett Mills
Barr, Mildred	Berkshire	Bury, Carrie B.	Sag Harbor
Beach, Mabel Beers	West Vienna	Canlin, Catherine M.	Ithaca
Beach, Sarah L.	Groton	Carr, Frances Thayer	Plainfield, N. J.
Bean, Emma A.	Cortland	Cole, Mabel Sherwood	Lestershire
Beecher, Lena Churchill	Cortland	Coombs, Margaret Bertha	Cortland

Craig, Martha Mitchell	Bath	Marland, Alice Anna	Corning
Davis, Frances A.	Penn Yan	Matthews, Cora B.	Seneca Falls
Day, Leah Almira	Cortland	Maxham, Ruth Sessions	Rome
Dodge, Cora M.	Cortland	McCarthy, Helen	Cortland
Dowd, Joanna Grace	Cortland	McGrane, Anna May	Romulus
Doyle, Anna Helena	Homer	McMahon, Lenora	Sag Harbor
Ely, Jessie Peraie	Rome	Menzies, Louise	Willseyville
Everingham, Edith Amelia	LaFayette	Milne, Flora Mildred	Covert
Fanning, Vera Vivian	Riverhead	Monks, Margaret Hazel	Big Flats
Finch, Marguerite Florence	Owego	Morrell, Julia L.	Newark Valley
Garvey, Anna Teresa	Cutchogue	Mourin, Rena Ava	Homer
Gearalds, Mary Edith	Cortland	Murray, Ethel Josephine	Ithaca
Gilbert, Lois Beatrice	Cortland	Murray, Marguerite C.	Addison Hill
Gorman, Pearl Rose	Syracuse	Norton, Marie A.	Cortland
Gorman, Lillian Irene	Horseheads	Reardon, Mary Ella	Cortland
Griffiths, Sarah Catherine	Groton	Rhoades, Harriet Lillian	Elbridge
Hamilton, Leon W.	Erieville	Richter, Theresia Margaret	Binghamton
Hart, Gladys M.	Locke	Robinson, Florence Livingston	Fort Edward
Hayes, Cecilia M.	Cortland	Ryan, Dolores M.	Syracuse
Horton, Alice Leona	Cortland	Saunders, Elizabeth Dora	Tully
Hotchkiss, Nellie M.	Greene	Schiele, Mae Elizabeth	Syracuse
Huddle, Otto Everett	Van Eten	Secly, Mabelle Anna	LaFayette
Huelster, Ada Thusnelda	Cortland	Shapiro, Sarah	Binghamton
Hughes, Florence Mattie	Lysander	Shearer, Emiah Jane	Erieville
Hutchings, Nellie A.	LaFayette	Shults, Violetta Katherine	Avoca
Jones, Erma Blanche	Madison	Smith, Elizabeth Flynn	Avoca
Karl, Alice Louis	Canastota	Sparks, Carrie K.	Middletown
King, Edith M.	Sag Harbor	Stanton, Mary Tracy	Painted Post
Kingsbury, Edna Lyra	Hamilton	Steele, Mary Charlotte	McLean
Kinley, Leah B.	Horseheads	Tobin, Kathryn Madeline	Cortland
Knight, Edith Georgina	Cortland	Tocher, Beatrice Mary	Tuxedo Park
Lee, Roby Estelle	Cortland	Van Duzer, Amanda Estelle	Horseheads
Lewis, Ethel Marie	Elbridge	Voigt, Ruth	Horseheads
Lewis, Zella Elizabeth	Erieville	Wallace, Hester C.	Victor
Lines, Leora B.	Syracuse	Wanamaker, William Lewis	Elmira
Lottis, Ida Marie	Riverhead	Wattier, Nathalie Elva	Camillus
Luce, Isabelle	Cortland	Whitemore, Ethel Chase	Binghamton
MacGregor, Florence Agnes	Cortland	Williams, Grace Elizabeth	Watkins
Maher, Grace Eileen	Baldwinsville	Woodward, Vena A.	Cortland
Maltby, Lillian	Clayville	Young, Bessie J.	Jamesport
Manning, Jane Elizabeth			

*Agricultural course*

Clay, Charles Ernest	Vesper	Crandall, Will Giles	Tully
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*Kindergarten course*

Barnum, Mary Frances	Binghamton	Downs, Hattie Griffith	Riverhead
Brown, Ruth Matilda	Georgetown		

*Kindergarten-primary course*

Andrews, Marguerite	Groton	Hulbert, Bertha Delavan	Cortland
Davies, Jessie Thrall	Cortland	Jacobus, Helen Emma	Millbrook
Day, Leah Almira	Cortland	Norman, Kathleen Ianthe	Genoa
DeLong, Mary Bertha	McGraw	Rehbein, Beatrice Euphemia	Honesdale, Pa.
Eddy, Naoma Helen	Cortland	Shoens, Ruth Marguerite	Corning
Hitchcock, Claire Louise	Woodville	Stringham, Rena M.	Auburn
Hitchcock, Vernon C.	Cortland	Turner, Margaret	Cortland
Huelster, Lucile May	Cortland	Weeks, Ethel Elizabeth	Syracuse
Hughes, Ruth G.	Hamilton		

## STATE NORMAL SCHOOL AT FREDONIA

## GRADUATES 1912

*Professional course*

Ashley, Beatrice	Ashtabula, O.	Dallas, Anna Ellen	Franklinville
Ballweg, Helen Augusta	Dunkirk	Day, Emmons D.	Ellington
Brands, Florence Hildred	Limestone	Fall, Susan Mary	Limestone
Bentley, Marguerite Amelia	Dunkirk	Feist, Adelaide Johanna	Dunkirk
Brewer, Belle Bertha	Limestone	Flanders, Edith Linda	Ashville
Burns, Margaret Mary	Dunkirk	Foss, Hildegard	Dunkirk
Collins, Leona Beatrice	Allegany	Freeman, Ellen M.	Franklinville
Collins, Mary Elizabeth	Allegany	Groh, Elsie Barbara	Cattaraugus
Culver, Robert Daniel	East Randolph	Hall, Anna Gertrude	Fredonia
Curtiss, Marguerite Luvernia		Harold, Helen Christine	Salamanca
	Great Valley	Hill, Kate DeEtte	Fredonia

Hilton, Ruth Mary	Dunkirk	Pratt, Celia May	Mayville
Hooker, Alta Hurd	Perrysburg	Price, Merta Ellen	East Randolph
Hubbard, M. Blanche	Dunkirk	Pritchard, Jessie V.	Cattaraugus
Huntley, Juvia L.	Sherman	Ready, Edna May	Dunkirk
Johnson, James A.	Fredonia	Shero, Ellen May	Fredonia
Kewley, Bertha E.	Gowanda	Smith, Edith Josephine	Fredonia
Lafferty, Lucy Evelyn	Little Valley	Sprague, Helen Mary	Little Valley
Lucas, Ethel M.	Silver Creek	Siebbins, Inez Emeline	Silver Creek
Mayborn, Bertha Susan	Kinsman, O.	Swartz, Eda M.	Westfield
Mazany, Clara Frances	Dunkirk	Tanner, Maude Clorinda	S. Dayton
Mills, Marion Elizabeth	Ashtabula, O.	Whelpley, Bessie Aelia	Ashtabula, O.
Murray, Aileen Margaret	Dunkirk	Wilder, Frances Evelyn	Cattaraugus
Nelson, Ruby Berdena	Frewsburg	Winslow, Rowena A.	Silver Creek
Oldenburg, Flora Helen	Silver Creek	Young, Park E.	Sherman

*Kindergarten course*

Chapman, Edith Patterson	Dunkirk	Hyde, Lois Ellen	Titusville, Pa.
Heibel, Viola Elizabeth	Dunkirk		

*Kindergarten-primary course*

Hazard, Ida Mary	East Randolph	Leslie, Edna M.	Utica
Hill, Lena Dorothy	Fredonia	Taylor, Mary Florence	Wellsville

*Music and drawing course*

Gibbs, Clarissa VanNess	Dunkirk	Wheaton, Lura Alice	Little Valley
Gorton, Alice Huldañ	Belmont	Wood, Lulu May	Cattaraugus
Griffeth, Ermine Arline	Salamanca	Young, Elizabeth Louisa	Fredonia
Hanson, Mabel Carolyn	Fluvanna		

*Music course*

Fish, Mildred Stewart	West Valley
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*Drawing course*

Beebe, Dorothy Lambert	Fredonia	Shero, Ellen May	Fredonia
Palmer, Olive E.	Fredonia	Watt, Alexandria	Fredonia
Sears, Frances Blanche	Warner		

## STATE NORMAL SCHOOL AT GENESEO

## GRADUATES 1912

*Professional course*

Auten, Edith May	Waterloo	Gooding, Norma E.	Geneseo
Bailey, Leslie Whitfield	Springwater	Greene, E. Margaret	Savona
Barber, George A.	Elba	Hammond, Helen M.	Canandaigua
Barrett, Margaret R.	Geneseo	Hanrahan, Martha L.	Corning
Bartholomew, Jennie	Geneseo	Hatter, Grace G.	Wellsville
Biggart, May Elizabeth	East Bethany	Hauber, Addie E.	Greenwood
Bloodgood, F. Doris	Palmyra	Hayden, Eva Pearl	Northville
Bloodgood, Harriet E.	Palmyra	Hollearn, Clara	Northville
Brandsema, Flora Ruth	Bay Shore	Helfer, Louise	Naples
Burke, Jessie Anna	Palmyra	Hollman, Amelia M.	Corning
Canty, C. Mary	Warsaw	Howard, Ethel Nancy	Industry
Carrigan, Mary Frances	Geneva	Hubble, Ruby A.	Hilton
Cary, Marion C.	Sag Harbor	Ingham, Sarah Helen	Hume
Clapper, Mabel Irene	Hilton	Kane, Elizabeth A.	Geneva
Cole, Inez B.	Geneseo	Kavanaugh, Helen Louise	Clyde
Cross, Julia M.	Indian Lake	Kenna, Marjorie H.	Pavilion
Crowell, Estella May	Houghton	Kennedy, Howard N.	Piffard
Curry, Nellie M.	Burns	Kerns, Martha Louise	Canisteo
Darling, Adeline E.	Geneseo	Kerwin, Agnes M.	Livonia
Davidson, Edna L.	Richburg	Leavy, Margaret K.	Corning
Davis, Martha W.	Charlotte	Letterman, M. Mamie	Hornell
*DeLong, Herbert W.	Belmont	Lortz, Isabel May	Geneseo
*DeWaine, Grace M.	Bath	McClure, Rubie	Olean
Doran, Mary Margaret	Geneva	*McCormick, Teresa	Greenwood
Dudley, Clayton John	Friendship	McDonald, Anna E.	Geneseo
Dugan, Annie Eleanor	Olean	*McIntyre, Bertha	Warners
Eisaman, Blanche C.	Dalton	McLean, Margaret	Cohocton
Freeman, Harriett A.	Rushford	Meyers, Bertha E.	Springville
Fribolin, Alice B.	Naples	Mills, Harriett E.	Mount Morris

\* February graduates.

Morris, Marie Louise	Warsaw	Sherman, Louise	Sag Harbor
Morrison, L. Myrtle	Geneseo	<sup>1</sup> Shreder, Kathryn	Moscow
Moses, M. Belle	Houghton	Sleeper, Carrie Ada	Elba
Munger, P. Maude	Warsaw	Smith, Harry Crandall	Avoca
Nagle, Kathryn Elizabeth	Webster	<sup>1</sup> Smith, E. Marie	Corning
Newcomb, Mary F.	Rock Stream	Snyder, Anna	Livonia
Newton, Elizabeth	Geneseo	Stamp, Ora Mae	Savona
Northrup, Alice E.	Hilton	Stevens, Scott W.	Caledonia
O'Hara, Bertha M.	Newark	Tenny, Gladys M.	Hilton
O'Connell, Anna	Avon	Thelen, Nina T.	Bath
<sup>1</sup> Palmeter, Esther J.	Lyons	Toole, Josephine M.	Geneseo
<sup>1</sup> Patterson, Lyra C.	East Bloomfield	Totten, Anna	Geneseo
Parnell, Mary E.	Churchville	Van Liew, Lydia S.	Watkins
Partion, Delia F.	Pavilion	Watson, Charles Gamble	Webster
Ploss, Pearl Olive	Canisteo	Wester, Grace Elinor	Scottsburg
Potter, A. Florence	Warsaw	<sup>1</sup> White, C. Louise	Geneseo
<sup>1</sup> Preston, Victoria C.	Dansville	White, David L.	Geneseo
Ross, Adah	Rochester	Wittmann, Alice	Middleport
Relihan, Helen Loretta	Corning	Wixson, Florence	Campbell
Rogenmoser, Helena F.	Wellsville	Wood, Dora E.	Campbell
Rosenkrans, Bertha S.	Dundee	Wyman, E. Leora	Mount Morris
Scholl, Eva Louise	Palmyra	<sup>1</sup> Welch, M. Irene	Holcomb
Seymour, Evelyn L. M.	Geneseo		

*Teacher-librarian course*

Boardman, Mildred A.	Geneseo	MacNamara, Anna C.	Geneva
Buell, Edith W.	Bradford, Pa.	Morgan, L. Edna	Richburg
<sup>1</sup> Clapp, Grace McGregor	Deerfield	Rickards, Esther Harns	Great Valley
<sup>1</sup> Hague, Marguerite	Avon		

*English course*

<sup>1</sup> Willson, R. A.	Portville
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*Classical course*

<sup>1</sup> Dadd, James J.	Geneseo	<sup>1</sup> Getzinger, S. Mary	Geneseo
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*Primary-kindergarten course*

Andrews, Frances	Camillus	Harvey, Olive C.	Odessa
Boardman, Tirzah P.	Geneseo	Jones, Beulah M.	Geneseo
Brown, Pearl S.	Dansville	Mott, Frances T.	Hammondsport
Chace, Mary A.	Perry	O'Connell, Madeleine	Bradford, Pa.
Daniels, Ethel	Sag Harbor	Saunders, Gertrude	Alfred
Davis, Mary F.	Ballston Spa	Schermerhorn, Charlotte	East Penfield
Edwards, Alice G.	Prattsburg	Shay, Edith F.	Bliss
Finckenor, Elsie	Sag Harbor	Stein, Marguerite	Dansville
Fisher, Lois M.	Delevan	Stimpson, Georgia	Margaretville
Frost, Edith M.	Rhinebeck	Yost, Mildred K.	Savona
Glasier, Lucy	Warsaw		

## STATE NORMAL SCHOOL AT NEW PALTZ

## GRADUATES 1912

*Professional course*

Amerman, Isabel C.	Cold Spring	Davis, Evelyn B.	Mount Sinai
Bell, Jennie E.	Newburgh	Decker, Jeannette	Lowville
Betz, Frances M.	New Paltz	Deer, Mary Anita	Catskill
Betz, Ruth E.	New Paltz	Deverill, Ann C.	Tarrytown
Bockis, Caroline M.	Cornwall	Donnelly, Elizabeth	Matteawan
Bodden, Ethel B.	Poughkeepsie	Donovan, Anna D.	Kingston
Bosch, Mary M.	Highland Falls	Dransfield, J. Edgar	Savilton
Brooks, Mamie Z.	Great Neck	Driscoll, Amy T.	Highland Falls
Brown, Emma M.	Cornwall-on-Hudson	DuBois, Grace E.	White Lake
Bull, Ella F.	Washingtonville	Easterly, Florence E.	Gloversville
Bullock, Beatrice L.	Cold Spring	Egan, Marguerite	Kingston
Bullock, Evelyn L.	New London, Conn.	Evans, Kathryn E.	Newburgh
Cashman, Anna F.	Cornwall	Everett, Marion	Kingston
Clemens, Rosa L.	Wappingers Falls	Fitzpatrick, Margaret	Poughkeepsie
Cook, Mabel H.	Binnewater	Flanly, Florence C.	Babylon
Couser, Elsie W.	Cornwall-on-Hudson	Gallagher, Katherine F.	Poughkeepsie
Cronon, Julia E.	Tuxedo Park	Gedney, Ada R.	Rye

<sup>1</sup> February graduates.

Greene, Julia Etta	Tuxedo Park	Murray, Isabel L.	Poughkeepsie
Harnden, Laura N.	Alligerville	O'Brien, Anna C.	Newburgh
Harrison, Beatrice L.	Jamaica	O'Brien, Bessie	Kingston
Howard, Ethel M.	Roscoe	O'Connor, Anna M.	Highland Falls
Hurley, Anna M.	Wappingers Falls	O'Reilly, A'ma M.	Kingston
Jetter, Amelia B.	Peekskill	Ostrander, Clara	Kingston
Kerr, Alice J.	Mamaroneck	Purcell, Loretto M.	Poughkeepsie
Kiley, Norah E.	Peekskill	Raven, Maybelle	Bay Shore
King, Mary E. J.	Chateaugay	Roper, Mary J.	Ellenville
Knapp, Augusta E.	Dundee	Sanford, Harriet J.	Arlington
Little, Bessie L.	Newburgh	Schott, Katherine F.	Tusten
Love, Eunice A.	Cannonsville	Sheldon, Tracey	Granite
Lynch, Hada F.	Fishkill-on-Hudson	Slawter, Gertrude L.	Mount Vernon
Lynch, May A.	Storm King	Smith, Welthea M.	Poughkeepsie
Manion, Nellie	Ferndale	Snyder, May V.	Saugerties
McGurk, Mollie V.	Cold Spring	Staley, Tressa E.	Gloversville
Maroney, Margaret G.	Poughkeepsie	Strohoefer, Francis K.	Bayonne, N. J.
Moeller, Dora	Mount Vernon	Sudheimer, Freda	Kingston
Moran, Anna E.	Newburgh	Velton, Caroline M.	Cornwall
Mufson, Lillian	Kingston	Woolsey, Gertrude S.	Marlborough
Murphy, Jessie M.	Gouverneur	Wright, Hazel	Rockwell Center

### *Kindergarten-primary course*

Conklin, Emma J.	Peekskill	Millspaugh, Grace E.	Florida
Decker, Helen S.	Stony Point	Piper, Helen E.	Clintondale
DeLaney, Marguerite	Hudson	Pulver, Kathryn E.	Pine Plains
Hopper, Ellen A.	Spring Valley	Shafer, Eunice L.	New Paltz
Hornbeck, Alice D.	Poughkeepsie	Shaw, Susan	New Paltz
Jayne, Carrie L.	Florida	Sutton, Alicia B.	Kingston
Johnston, Cora	New Paltz	Veeder, Margaret D. B.	Kingston
Millicker, Mary D.	Mahopac Falls		

## STATE NORMAL SCHOOL AT ONEONTA

### GRADUATES 1912

#### *Professional course*

A'Hearn, Catherine	Saratoga Springs	Eveland, Ida L.	Franklin
Ayer, Nellie E.	Cazenovia	Farmer, Annie D.	Vernon Center
Babcock, Bertha	Walton	Feder, Eleanor M.	Mamaroneck
Baker, Carrie	Patchogue	Field, Blanche M.	Gilbertsville
Barnum, Lillian	Troy	Flanagan, Rose A.	High Falls
Barrett, Loretto	Schuylerville	Ford, Anna	Harrison
Becker, Carolyn	Margaretville	Ford, Reatha G.	Cambridge
Beil, Helena M.	Utica	Foy, Kathryn E.	Saratoga Springs
Benson, Anna M.	Wassaic	Pretts, Eunice H.	Remsen
Benson, Mary M.	Hartwick Seminary	Furmin, Mabel A.	Sidney
Boardman, Helen M.	Oneonta	Gainsway, Mary A.	Remsen
Boehm, Alice E.	Camden	Gedney, Kate A.	Mamaroneck
Borst, Helene	Oneonta	Gemmel, Idabel	South Kortright
Brady, Katherine M.	Orange, N. J.	Gorsch, Helen	Roxbury
Brazie, Emma S.	Oneonta	Graff, Mhdred	Utica
Brooks, Emma L.	Washington Mills	Grant, Carrie E.	Hobart
Bunn, Margaret G.	Cooperstown	Grimm, Freda	Vernon
Callahan, Rose A.	Mechanicville	Guerin, Anna E.	Hudson Falls
Campbell, Alice G.	Utica	Gutteridge, Theresa C.	Utica
Carroll, Annie A.	Ticonderoga	Hall, Bessie M.	Cooperstown
Casey, Marie J.	Binghamton	Hearn, Mildred	Warnerville
Champion, Ethel M.	Jefferson	Helm, Myra A.	Unadilla
Chesebrough, N. Arlounine	W. Edmeston	Holland, Linda	Saratoga Springs
Chittenden, Laura A.	Union	Hollister, Madeleine L.	Corinth
Clarke, Bertha E.	Corning	Hoyt, Mabel L.	Oneonta
Clarke, Edith M.	Whitesboro	Hudson, Anna E.	Worcester
Coburn, Grace	Walton	Hurlbut, Carrie	Chenango Forks
Colby, Emma E.	Middleburg	Jeffery, Bessie	Trumansburg
Cooke, Claudia M.	Oneonta	Jones, Ethel	Saratoga Springs
Cooke, Marion L.	Sidney	Kane, Blanche B.	Mamaroneck
Crawford, Emily S.	Middletown	Kelly, Theresa V.	New Rochelle
Decker, Theodora	Glens Falls	Kenyon, Jennie E.	Oneonta
Devins, Theresa C.	Utica	Kiley, Sarah K.	Hamilton
Doherty, Winifred T.	Katonah	Kirkby, Susan A.	Norwich
Edsall, Laura A.	Roxbury	Laraway, Jane K.	Oneonta
Edson, Jannette A.	Kingston	Leahy, Alice E.	Oriskany Falls
Edwards, Clarissa	Sayville	Leary, Loretta M.	Richfield Springs
Edwards, Helen H.	Patchogue	Legrys, Mabel E.	Cambridge
Eells, Anna A.	Unadilla	Lewis, Henrietta E.	Hancock
Eidel, M. Ellen	Middletown	Lindsay, Edna B.	Amsterdam
Emmet, Martha M.	Johnsville	Lindsay, Elsie M.	Amsterdam
Evans, Ruth	Herkimer	Loder, Esther B.	Deposit

Loucks, Leila M.	North Troy	Ralston, Isabel	Schaghticoke
Lull, Annie R.	Oneonta	Renier, Violet L.	Knoxboro
Lull, Mabel M.	Oneonta	Renton, Alice I.	New Hartford
Lynch, Theresa	Utica	Rich, Ethel E.	Hobart
McCarthy, Mary A.	Utica	Roberts, Regina	Otego
McDonald, Agnes	Mamaroneck	Robinson, Grace	Delhi
McIntosh, Anna B.	Roxbury	Ronalder, Mary C.	Roscoe
Maloney, Mildred	Camden	Ross, Jessie M.	Bolton Landing
Mansfield, Veronica A.	Mechanicville	Rowe, Blanche E.	Oneonta
Mara, Ethel M.	Clinton	Sautter, Helen B.	Utica
Marriott, Inza I.	Rome	Scatchard, Grace E.	Oneonta
Matthews, Florence M.	Saratoga Springs	Schurck, Sarah	Saratoga Springs
Meagher, Anna K.	Kingston	Seybolt, Helen	Oneonta
Miller, Emily	Babylon	Shrubshell, Florence	Richfield Springs
Miller, Ina M.	Clinton	Smith, Lephra R.	Springfield Center
Miller, Margie M.	Amsterdam	Sprague, Mary M.	Roscoe
Mitchell, Jessie B.	East Meredith	Starr, Louise M.	Richfield Springs
Mooney, Gertrude E.	Peekskill	Stiles, Marvel	Saratoga Springs
Morgan, Margaret H.	Penn Yan	Stone, Helen A.	Vernon
Mosher, Ethel	Oneonta	Stumpf, Madge L.	Glens Falls
Myers, Kathlyn M.	Saratoga Springs	Sullivan, Mabel A.	Vernon Center
Niles, Edyth L.	Morris	Teed, Constance V.	Griffin Corners
Oakley, Leslie E.	Mamaroneck	Topping, Ethel D.	Eastport
O'Mahoney, Catharine M.	Utica	Townsend, M. Gertrude	Essex
Ormistron, Mary J.	Lake Delaware	Trask, Ruby B.	Otego
Paine, Edna A.	Delhi	Troy, Anna L.	Bridgeport, Conn.
Painter, Flora C.	Saratoga Springs	Tuthill, Florence L.	Center Moriches
Palmer, Alice A.	Unadilla	Vandewalker, Blanche M.	Camden
Parker, Esther	Burlington	Vannostrand, Evelyn A.	Babylon
Parshall, Thirza	Oneonta	Vanschoick, Edith	Middleville
Pawling, Clara D.	Fleischmanns	Veley, Zua A.	Windham
Peck, Clara L.	Deansboro	Voss, Anna M.	Whitesboro
Peace, Mabel	Rockville	Wadsworth, Caroline	Mount Upton
Perry, Anna B.	Garrattsville	Wagner, Lavina R.	Patchogue
Plumb, Ella C.	Utica	Waid, Florence H.	Worcester
Portner, Lydia L.	Rome	Weeks, Vera	Babylon
Pratt, Mildred A.	Edmeston	Wenzel, M. Mildred	Middletown
Purdy, Birdella C.	Smithville Flats	Woodard, Clara	Fort Ann
Race, Genevieve M.	Ilion		

### *Kindergarten-primary course*

Arms, Elizabeth K.	Sidney	Krouskoff, Viola H.	New Rochelle
Ballantine, Bessie D.	Gloversville	Kulp, Frances A.	Monticello
Barnard, Vivian L.	Milford	Lattin, Grace C.	Milford
Brady, Helen D.	Orange, N. J.	Miller, Edith F.	Utica
Butts, Mary G.	Chenango Forks	Peck, Mary	Camden
Closson, Hazel G.	Schenectady	Pitcher, Ada E.	Warrensburg
Cummings, Anna H.	Bayonne, N. J.	Port, Lydia M.	Chenango Forks
Edwards, Sara L.	Sayville	Roohan, Mary E.	Saratoga Springs
Fish, Carolyn M.	Camden	Squires, L. Eldora	Milford
Folinsbee, Fannie B.	Newport	Wallace, Loula M.	Clinton
Kimball, Greta C.	Sauquoit	Wells, Gertrude V.	Newport

## STATE NORMAL SCHOOL AT OSWEGO

### GRADUATES, JANUARY 1912

#### *Professional course*

Bassett, Katherine Elizabeth	Oswego	Hutchinson, Jessie Louise	Oswego
Bentley, Ora E.	Pulaski	Jennings, E. Bella	Cleveland
Burt, Mabel O.	Oswego	Kirwan, Thomas A.	Oswego
Chiuminatto, Adelaide Mary	Sprakers	McDonald, Louis Helen	Oswego
Dinnin, Agnes	Oswego	Mottram, Marjorie	Yonkers
Farrell, Agnes Marguerite	Oswego	Perry, Arthur Louis	Oswego
Flanigan, Helen Loretta	Oswego	Robinson, Florence Elizabeth	Oswego
Gaul, Mildred	Yonkers	Shants, Carrie Ella	Jordan
Gibbons, Mary Alice	Oswego	Smedley, Gail Madden	Mexico
Haynes, George William	Oswego	Stone, Maude Ellen	Fulton
Hourigan, Genevieve A.	Oswego	Willer, Mary Eno	Syracuse

#### *Kindergarten course*

Ferguson, Pauline Margaret	Ilion	Gros, Edith Elizabeth	Nelliston
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### *Kindergarten-primary course*

Chandler, Laura May	Ilion	Houghton, Selena	Ilion
Danton, Kathleen Cecilia	Oswego	Mott, Helene Rosamond	Fayetteville
Davis, May Ida	Fort Edward	Sumner, Lillian Annis	Oswego
Farrell, Rose Eugenia	Frankfort	Whitcomb, Hazel Collamer	Johnstown
Hillabrandt, Lena M.	Johnstown		

## GRADUATES, JUNE 1912

*Professional course*

Bartlett, George Wilbur	Pulaski	Keeler, Leah Jane	Chittenango
Bassett, M. Elizabeth	Andover	Kendall, Maud	Fulton
Bayley, Edna Mae	Dexter	Kocher, Mabel Alice	Oswego
Benson, Jeannette	Greenwich	Leadley, Esther	Oswego
Bishop, Elsie D.	Oswego	Manchester, Dora Bell	Camillus
Bowers, David F.	Oswego	Mangus, Leta Frances	Red Creek
Brooks, Myron W., jr.	Shelburne	Margrey, Minnie Lenora	Phoenix
Browne, Dorothy Loretta	Oswego	McCarthy, Helen Gilchrist	Oswego
Browne, Hazel M.	Gouverneur	McCriskin, Helen Elizabeth	Oswego
Brownell, Emma Jeanne	Phoenix	Miller, Laura Mae	Liverpool
Burns, Sherman Moran	Oswego	Milligan, Edith W.	Valley Falls
Carroll, Emelie Frances	Utica	Murphy, Mary E.	Fulton
Chapman, Irene Winifred	Canastota	Niles, Mary Ellen	Seneca Falls
Cohn, Rebecca M.	Tupper Lake	O'Brien, Eva Mary	Fulton
Combs, Belle Rose	Cazenovia	Olmstead, Marguerita B.	Wolcott
Connor, Nora E.	Rochester	Parr, Ida Marie	Oswego
Craley, John H.	Oswego	Peno, Bernadette Cecilia	Oswego
Crawford, Catherine Sydney	Oswego	Phillips, Bessie Louise	Hornell
Cullinan, Gertrude J.	Oswego	Pierce, Ella W.	Central Square
Currie, Ethel Louise	Little Falls	Purcell, Marguerite J.	Syracuse
Davis, Eva Winifred	Coran	Regan, Joseph John	Oswego
Davis, Winifred	Pulaski	Robertson, Hazel Clare	Watertown
Deady, Eva Carolyn	North Rose	Rogers, Mary F.	Seneca Falls
Doane, Ruth Angeline	Syracuse	Roller, Laura Mary	Camillus
Dodd, Grace E.	Phoenix	Rolfe, Helen M.	Fulton
Dolan, Marguerite Elizabeth	Peekskill	Samsel, Irene May	Oswego
Downing, Katharine Louise	Altoona, Pa.	Schilling, Marguerite E.	Oswego
Dudley, Edith May	Lyons	Shear, Sylvester R.	Poughkeepsie
Dwyer, Agnes Jane	Utica	Shen, Virginia May	Camillus
Ebbie, Lena Jennie	Oswego	Shore, M. Irene	Oswego
Ellis, Alta V.	Altmar	Simons, Ethelyn W.	DeRuyter
Endres, Joseph John	Oswego	Skinner, Mildred M.	Oswego
Engle, Ada Elizabeth	Hannibal	Spath, Loretta B.	Whitesboro
Faber, Loretta Regina	Oswego	Smith, Fred Joseph	Oswego
Ferris, Harvey D.	Cato	Sweeny, Margaret Catherine	Syracuse
Fetterley, Maude B.	Phoenix	Tillapaugh, Mary L.	Wolcott
Fox, Carina Pearl	New Haven	Travis, Emma	Cameron
Gould, Anita Margaret	Ellenville	Washington, Edith E.	New York City
Grainger, Carrie	Oswego	Watson, Edna	Brier Hill
Gunston, Edith	Oswego	Welch, M. Loretta	Syracuse
Hannay, Ethel M.	Watertown	Werner, Mary Elizabeth	Oswego
Hoke, Mabel Clarice	Oswego	White, Elizabeth Bertha	Oswego
Jerrett, Raymond N.	Hannibal	White, Doris Lucile	Jordan
Kark, Florence Blanche	Oswego	Wright, Jennie Estella	Fair Haven

*Kindergarten course*

Joy, Augusta Mary	Oswego	Turner, Ethel Augusta	Geneva
Lord, Lucy Ann	Ellenville		

*Kindergarten-primary course*

Ash, Alice L.	Susquehanna, Pa.	Kimber, Gladys Harriet	East Syracuse
Darling, May Austin	Syracuse	McKnight, Elsie Jane	Salem
Ferguson, Pauline M.	Little Falls	Rounds, Olive Cleora	Dexter
Frickey, Lena H.	Solvay	Spink, Gladys Mary	Oswego
Frink, Marion Margaret	Watertown	Tonks, S. Ethel	Spring Valley

## STATE NORMAL SCHOOL AT PLATTSBURG

## GRADUATES 1912

*Professional course*

Allen, Lula Myra	Plattsburg	Fessette, Jane M.	Sciota
Boynton, Lucy Irene	Ausable Forks	Gay, Blanche L.	Champlain
Buckley, Helen Elizabeth	Whitehall	Hogan, Genevieve C.	Port Henry
Buchanan, Margaret Esther	Saratoga Sp.	Hayes, Ina M.	Saranac Lake
Bell, Katherine Dudley	Plattsburg	Kaufmann, Lillian M.	Mooers
Cavanaugh, Mary Elizabeth	Saratoga Sp.	LeBoeuf, Alice B. M.	Tupper Lake
Collins, Catherine Frances	Plattsburg	Lewis, Nina K.	Plattsburg
Curco, Jennie M.	Tupper Lake	Lynch, Theresa F.	Mineville
Cheverette, Florence M.	Tupper Lake	McClellan, Olive M.	Mineville
Carpeniter, Ethel Alice	Chateaugay	McCarthy, Madeline A.	Glen Falls
Dorcal, Margaret Charlotte	Whitehall	Mussen, Ruth Idel	Keeseville
DeWinstanley, Dolores	Glen Falls	Neville, Helen A.	Port Henry
Feinberg, Rae H.	Lake Placid	Phinney, Ruth E.	Port Henry



Rougier, Sarah E.	Saratoga Springs	Trudeau, Laura	Tupper Lake
Spelman, Emma H.	Chatham	Tallon, Grace R.	Plattsburg
Spellman, Lenora Agatha	Crown Point	White, Maud V.	Plattsburg
Tunstall, Ora Ethel	Mineville	Walsh, Helen	Port Henry

*Kindergarten-primary course*

Lansing, Marjorie	Plattsburg	Kavanaugh, Mary J.	Plattsburg
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*Commercial course*

Allen, Nellie M.	Saratoga Springs	Sperling, W. R.	Plattsburg
Coburn, Bertha A.	Rutland, Vt.	Stetson, Sophie M.	Plattsburg
DeKalb, Mary C.	Glens Falls	Stoughton, Minne L.	Plattsburg
Perley, Grace M.	East Berkshire, Vt.		

## STATE NORMAL SCHOOL AT POTSDAM

## GRADUATES 1912

*Professional course*

Bachman, Lucile Wilma	Carthage	Lenney, Gertrude Anna	Potsdam
Ba'e, Susie Ethel	Ticonderoga	Macdonald, Annie	Potsdam
Beeman, Nettie Belle	Carthage	Maloney, Mary Elizabeth	Potsdam
Betting, Mary Elizabeth	Lowville	Mannigan, Helena Julia	Harrisville
Brickley, Edith Mae	Harrisville	McBath, Ada Jeanette	Lisbon
Brown, Ethel Emogene	Henderson Harbor	McCoy, Ruth Hathaway	Gouverneur
Bruce, Kathryn Blanche	Colton	McGinn, Julia Anna	Waddington
Calnon, Mary Agnes	Canton	McIntosh, Leah Mae	Hermon
Campbell, Ethel Mary	Waddington	McMahon, Anna Lauretta	Port Henry
Connolly, Mary Ellen	Norfolk	McNulty, Elizabeth Modwena	Massena
Crary, Gretchen Corrie	Potsdam	Monaghan, Frances Agnes	Waddington
Crosbie, Ena Loretta	Madrid	Murray, Jane Anna	Brasher Falls
Daly, Margaret Mary	North Stockholm	O'Connor, Daniel	Potsdam
Dean, Maude Isadore	South Rutland	O'Grady, Anna May	Canton
Dumas, Pearle Laura	Evans Mills	Olmsted, Barbara Anna	Colton
Elliott, Grace Halladay	Lowville	Parker, Luella Bogardus	Brasie Corners
Foss, Lottie Vita	Moir	Phelps, Alice Cecelia	Lowville
Fuller, Hazel Jennie	Brownville	Rogers, Ruth May	Antwerp
Haley, Anna Mabel	Ogdensburg	Smith, Harriet Ruth	Fort Covington
Holden, Grace Lucinda	Potsdam	Smith, Mary Elizabeth	Constableville
Hopkins, Marion Chittenden	Hopkinton	Spear, Hazle May	Potsdam
Johnson, Edith May	Chaumont	Sullivan, Margaret Mae	Talcville
Kaine, Katherine Margaret	Potsdam	Taney, Katherine	Potsdam
Keegan, Katherine Agnes	Potsdam	Thompson, Ildah Idell	Potsdam
Kelley, Agnes Ellen	Hermon	Thurber, Mayme Cornelia	Brainardsville
Kelley, Jennie Eva	Hermon	Utting, Florence Edith	Saranac Lake
Kinney, Marguerite Agnes	Potsdam	Veitch, Margaret Scott	Lisbon
Lanco, Margaret Blanche	Chateaugay	Vrooman, Mabel Almerna	Carthage
Lanco, Mary Catherine	Chateaugay	Ward, Beatrice A.	Ogdensburg
Lanktree, Bernice Weltha	Potsdam	Whalen, Edith Mary	Ogdensburg
Lantry, Kathryn Concillii	Hogansburg	Whitman, Mary Edith	Potsdam
Leary, Bertha Anna	Brasher Falls	Woodbridge, Maude Alice	Canton
Leary, Kathryn Gertrude	Colton	Woodruff, Barbara Bee	Potsdam

*Primary-kindergarten course*

Burnap, Blanche Marion	Moir	Pierce, Blanche	Morristown
Dupree, Bernice Lena	Lawrenceville	Quinn, Mary Frances	Brushton
Fairbairn, Anna Laura	Potsdam	Sayers, Bernice Elizabeth	South Colton
Howley, Marjorie Jane	Lawrenceville	Snaith, Mary Britton	Potsdam
Matthews, Corinne Beatrice	Potsdam	van Zelm, Louise	New Rochelle
Miles, Ethel Blanche	Potsdam		

*Music course*

Brown, Irene Grace	Marinette, Wis.	Jonrowe, Marguerite	Bergen
Case, Gertrude Temple	Milwaukee, Wis.	Mollott, Judith	Kingston
Gambell, Mary E.	Onondaga Valley	Peck, Frances Marion	New Berlin
Geiger, Marie	Oshkosh, Wis.	Pert, Marion Annette	Potsdam
Hall, Marion	Fort Covington	Robertson, Isabelle Campbell	Chapman
Jaquay, Cora	Chaumont	Wright, Marion Frances	Malone



## II SECONDARY EDUCATION

PREPARED BY  
CHARLES F. WHEELOCK  
*Second Assistant Commissioner of Education*

This title deals with general items of interest to all concerned in the progress of secondary education. It is proper at this time to emphasize the unique position attained by this Department, especially as it regards secondary education. It should be recalled that for over a century secondary education in this State has been under the administration of a Board of Regents with an honorable record.

In the early years the Regents designated committees from their number to visit institutions and to report upon their conditions and wants. The records of the Board show that this duty was faithfully performed until the State provided experts to relieve the Regents of this task. A system of reports introduced by the Regents in 1804 enables us, with the aid of letters and other sources of information, to present in detail descriptions of the size and arrangement of the academies then in existence, as well as the endowments and kind and amount of other educational facilities which they possessed. In those days State aid was given to the academies and school moneys granted under general or special school acts.

The assistance extended to academies in the early history of their establishment not only consisted of grants of money but in donations of land bestowed on them for sites or to be disposed of for their benefit. One of the noteworthy acts which reveals the change in public opinion was that of 1801, when a lottery to yield \$100,000 was authorized, \$25,000 a year for four years, of which one-half was to be distributed by the Regents among the academies and the remaining half was to be used for the benefit of the common schools. This administration has given New York a school system of wider influence and more lasting control than any other form of educational activity found in the American system. Reports become more exact, accurate information more available, advancing requirements more general through the conservative rules which have the force of laws.

By the act of 1790 New York State established the policy not only of setting aside funds for a permanent income but also of directly appropriating from the State treasury moneys to be expended for secondary and higher education. In 1793, the principles governing the apportionment of the literature fund were definitely established and provided that pecuniary aid should be extended to support additional teachers, to purchase indispensable apparatus and books, and to pay the tuition of capable, indigent pupils. These rules were subsequently amended when the Regents ordered that the income of the literature fund should be distributed to each of the academies in proportion to its number of pupils in the classics and in the higher branches of English. They define with greater certainty the various branches of study which should entitle the institution to a distributive share of the income of the literature fund: (1) no one should be considered a classical pupil until he had studied one-half of *Corde-rius*, one-half of *Historia Sacra*, one-third of *Viri Romae*, two books of *Caesar's Commentaries* and the first book of *Virgil's Aeneid*; (2) no one should be considered a pupil in the higher branches of English until, on examination duly made, he had been found qualified in reading, writing, elementary arithmetic, English grammar and geography; (3) both classical and higher English pupils must have been in attendance at least four months and must have been trained in declamation and English composition. The ordinance also fixes the bounds of elementary instruction, establishes examinations for admission to the grade of academic pupils and contains the first suggestions of a syllabus for elementary and secondary schools.

Fifty years elapsed, however, before the examinations called for in the ordinance of 1828 were in full operation. In 1864 the Regents ordered (1) that the pupils in every academy should be divided into two classes to be denominated preparatory and academic; (2) that preparatory pupils should be those who pursue studies preliminary to the higher branches of education, and academic pupils those who having passed the examinations in preliminary subjects should pursue higher branches of English education or the classics or both; (3) that examinations should be conducted in the presence and under the direction of a committee of at least three persons; (4) that to each pupil sustaining such examination a certificate should be given that should entitle him without further examination to admission into any academy subject to the visitation of the Regents.

In 1877 a statute law directed the Regents to establish academic examinations and to furnish a suitable standard of graduation and of admission to college.

A century's experience of the Regents in elevating the courses of instruction in academies led the Legislature to place in the hands of the Regents the entrance requirements to the professional schools. From 1890 to the present the general preliminary educational requirements for admission to professional studies and professional practice have been steadily advancing. Out of these developments have emerged two forms of credentials, (1) the diploma entitling the pupil to enter college without further examination, and (2) the qualifying certificates entitling the pupil to enter professional schools without further examination. While the statutes and Regents rules clearly establish the fact that these credentials entitle the holders to enter without further examinations the higher institutions of the State, yet they never have been compelled to recognize these credentials if they wished to maintain higher requirements than the legal.

#### EXAMINATION VERSUS EQUATION

With the growth of examinations the necessity for a syllabus became apparent and the discussions at convocations and at the holiday conferences of Associated Academic Principals have proved fruitful sources of information for the elevation of both secondary and higher institutions. The development of a syllabus period gave stability to courses and examinations and provided flexibility for recent discoveries and better methods.

With the advent of the qualifying certificates there was a manifest tendency to require examinations in all cases and to deny recognition to certificates. In 1898, however, it became apparent that the secondary schools had attained such equipment and the courses of study such similarity that certificates could very properly be accepted in lieu of examinations for qualifying certificates. With the adoption of the double system of issuing credentials, those based on examination and those based on certification, came the necessity for more accurate standards of measurement and greater details in records. To reduce hardships to a minimum, it became necessary to equate partial records of schools in terms of examinations so that a pupil who had failed from legitimate reasons to be graduated from the school might complete the requirements for qualifying certificates by examinations. From this it will be manifest that there are two classes of credentials

issued by the Education Department: (1) the diplomas earned in the examinations of the Department only, held in the institutions of the University for admission to college or university, (a) arts department, (b) science department; (2) qualifying certificates issued as the result of examinations of attendance on recognized secondary or higher institutions, or both examinations and attendance, for admission to professional and technical schools, (a) law, (b) medicine, (c) dentistry, (d) pharmacy, (e) veterinary medicine, (f) nursing, (g) certified public accounting, (h) certified shorthand reporting, (i) chiropody, (j) technical schools.

#### THE COUNT

As twenty-five years have elapsed since the term "count" was coined in the schools of New York State, it may be well briefly to give its origin. During the discussions regarding the academic syllabus from 1888 to 1895 the need for a unit of measure in academic subjects became apparent. The academic year in both academy and high school at that time comprised three terms varying from eleven to fifteen weeks, called fall, winter and spring. Examinations were held in the closing weeks of each term. With the development of the public high school came the tendency to divide the school year into two semesters and for several years there was the necessity of discriminating between terms and semesters. Three subjects a day for five days in the week was the normal curriculum in both the academy and the high school. This number of subjects was assumed to be a fixed quantity and in an effort to adjust the terms to the semester, it was assumed that eventually there would be four terms in the school year, which would naturally make two quarters for a semester. A pupil's attendance for one quarter was counted when apportioning the proceeds of the literature fund to the academy or high school.

The assumptions, however, failed to materialize. The quarters were not developed and the examinations instead of being held four times a year were reduced, by the omission of the March examinations, to two, the January and June. This led to a changed definition for the count. A subject pursued five days a week for a school year became a five count subject. Several years later on the experience in the equation of credentials in lieu of Regents examinations, a modification of this definition was made and the count became what it is today — a prepared academic subject recited one day a week for a school year.

## APPROVED SECONDARY COURSE

At the same time this unit of measurement was developing and examinations based on improved syllabuses were being perfected, a general agreement regarding the secondary course of study was appearing. This crystallized in a Regents rule, section 388:

Four years of secondary work based on eight years of elementary or the equivalent are required for the registration of secondary schools whose certificates are to be accepted in lieu of examinations. An approved secondary course requires at least four subjects 38 weeks a year, 18 periods a week, 45 minutes a period, with satisfactory standing. Institutions are registered in full or in part as they offer one or more year's work equivalent to that presented in the following outline. The maximum allowance in lieu of examinations that can be accorded to a certificate for the successful completion of a full year's work in a registered secondary school is 15 counts.

## RECOGNITION OF REGENTS ACADEMIC DIPLOMAS BY FOREIGN INSTITUTIONS

We are frequently requested to give information regarding the recognition that is accorded the New York State secondary credentials by European institutions. In March of this year, a letter was addressed to the leading university in each of twelve or fifteen of the more important countries of Europe, asking what recognition is accorded the diploma issued by the Regents that admits pupils to the colleges of liberal arts and sciences in this State. The question of the recognition accorded the qualifying certificates admitting pupils to the professional schools of the State was also raised. Responses from eleven have been received as this report goes to press. As the replies will be of assistance at once, a tentative report is made, which we hope to make more complete and more accurate in our next annual report.

**Cambridge, England, March 23, 1912**

I am sending particulars of the previous examination of the University of Cambridge and also particulars of the various examinations which afford exemption from the previous examination. You will see that the examinations to which you refer are not included in the list of exempting examinations.

*Note.* "Previous examinations" of Cambridge are relatively the same as responsions in Oxford, for which the Rhodes scholarship examinations are being held under that delegation.

**Oxford, March 28, 1912**

This university is a university of colleges; it does not conduct any entrance examinations of its own, but leaves this to the colleges, each of which conducts its own entrance examination. There is accordingly no one standard of admission. The standards of the several colleges

do not vary very much, but still they do vary slightly, and one can not say what any particular college would consider an adequate substitute for its own entrance examination.

**Zagreb, Croatia, March 28, 1912**

I have the honor to inform you that in virtue of the university law, every foreigner may be inscribed (matriculated) in the Royal University Francis Joseph I as an ordinary student, who according to the laws or regulations of his own country or state has completed the preparatory or preliminary studies. Accordingly every student of your State may be admitted in our university as an ordinary student if he shows or produces a certificate or diploma in virtue of which he may be matriculated in the universities of your State.

**Utrecht, Holland, March 29, 1912**

The rector magnificus begs to inform you that no diploma whatever is required for admission to the lessons in the several faculties of the universities in Holland. As for admission to the examinations, the Dutch law prescribes for Americans the baccalaureate of a first-class American university. All examinations without exception are conducted in Dutch.

**Berlin, March 1912**

Admission from the United States in all the faculties of this university is granted to students of the American universities that hold the grade of bachelor of arts or sciences.

**Ghent, Belgium, April 5, 1912**

In general it may be said that the aspirants for a legal degree, conferring the rights of practice in Belgium in any of the four faculties, must in all cases present a certificate, duly approved, from the respective faculty showing the study of the humanities, Latin or the Greek-Latin courses, for six years at least, which shall include rhetoric, or have passed with success the preparatory tests which are held in lieu thereof. As to the legal grade of engineer in civil constructions and for admission to the section of corresponding studies, it is also necessary to have passed an examination with success. Those that do not aspire to the scientific or legal degree can dispense with the certificate of the humanities or the preparatory examinations, provided they can present certificates establishing the fact that they have completed with success at least equivalent studies. It may be said, in general, that for the other sections, scientific engineer, special studies—commercial, counselor etc., can be secured by the production of certificates showing that they have passed with success equivalent subjects.

**Geneva, May 21, 1912**

The Bureau of the Senate of the University of Geneva, after having given careful consideration to your request for information, has decided to matriculate in all the faculties of the universities the applicants that



furnish the evidence which admits them either to the universities of Cornell or Columbia. In every instance the applicant for admission to the license in letters must afford evidence of the study of Latin.

**Heidelberg, May 22, 1912**

The completion of the examinations for the diploma of the New York State Education Department can not be considered as the equivalent of the arbitrium of a 9-class German secondary school, and we can not accept it for matriculation in our university.

**Kristiania, June 11, 1912**

The instruction in our university is published and open to all, students and others, with the only exception of clinical instruction, seminary exercises, and, to some extent, work in the laboratories.

No person may, however, present himself for examinations for degrees in the university unless he has previously been matriculated as a "citizen of the academy." Such matriculation in the case of natives of the country can only be obtained by passing a satisfactory "examen artium"; in the case of foreigners by presenting evidence of having passed an examination essentially equivalent to this "examen artium," and entitling such individuals to matriculation at the universities of their own country. In both cases satisfactory testimonials as to moral character must be presented.

The academic senate possesses no authority to grant any general privilege of matriculation to graduates of definite schools or universities in foreign countries. An application for matriculation must, in every separate instance, be presented by the individual student, accompanied by the requisite certificates of examination — eventually also containing a specification of subjects pursued.

**Budapest, June 25, 1912**

The faculties of theology, law, medicine and philosophy of the Royal Hungarian University of Sciences of Budapest have, in conformity to your examination handbook, recognized the successful completion of the middle schools of the State of New York, to serve as a base for admittance to our university.

**St Andrews, Scotland, October 4, 1912**

The joint board of examiners of the Scottish Universities have now considered the application which you have sent to me for recognition of the diplomas granted by your Department admitting students to colleges of liberal arts and science in the State of New York. The matter was carefully gone into by the special committee of the board and it was agreed that the certificates of your Department would be accepted as exempting from graduation in arts or sciences or medicine provided that in each case where a certificate is tendered, the applicant for exemption shall produce evidence that that particular certificate would be accepted by one of the universities of Yale, Harvard or Chicago as admitting him to the qualifying course of study for a degree in the faculty under which he asks for exemption.

## PROBLEMS OF SECONDARY EDUCATION IN THE UNITED STATES

We have reported the extending of the field of influence from the State to Europe. The recognition of Regents credentials is in progress as shown by correspondence with leading institutions in representative countries. It remains to report the national discussions of secondary school problems, and the reply from St Andrews, Scotland, may well become the theme of these discussions: "The applicant for exemption shall produce evidence that that particular certificate would be accepted by one of the universities of Yale, Harvard or Chicago as admitting him to the qualifying course of study for a degree in the faculty under which he asks for exemption."

From one point of view this statement is evidence of a failure to grasp the relation of the colleges and universities to the professional schools in this State. Harvard does not exact the same requirements for admission to its professional schools that Yale or the University of Chicago requires and a pupil might present a particular certificate admitting him to the medical department of Yale and be denied admission to Harvard. But from another point of view, the year's record teems with interesting discussions of the question of admission to college and university.

**The Carnegie Foundation for the Advancement of Teaching.** In its sixth annual report the Carnegie Foundation for the Advancement of Teaching gives noteworthy educational progress.

While the movement toward higher and more uniform standards of college entrance requirements and toward a closer adjustment with the four-year high school has been characteristic of the entire country, in no part of the United States has the progress been so noteworthy as in the southern states. While the state university had its origin in the South, it did not flourish there until after the Civil War. In antebellum days the sentiment throughout the South was rather against a general system of public schools, and without such a system of public schools a state university is well nigh impossible. The last decade in the South has been characterized by a notable advance in the standards of admission, and by the progress of higher institutions toward adjustment with the four-year high school.

**Association of Colleges and Preparatory Schools of the Middle State and Maryland.** The twenty-fifth annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland was held at Columbia University, New York City, in December 1911. "Admission to College" was a general topic. Its second division, "The Combination of Certificate and

Examination Systems," was presented by the dean of the University of Chicago.

A casual inspection of the field makes it clear that we can readily distinguish three main schemes or systems by which the college decides what applicants it will receive. There is, first, the outright old-fashioned examination system, under which the candidate presents himself prepared to undergo tests covering certain specifically designated subjects. There is, second, the certificate system in accordance with which certain approved schools are permitted to enter their graduates without examination. There is, third, the system of combined examination and certification, of which at least three variant forms are known to the writer.

The first is that represented by the University of Pennsylvania. In substance it consists in the scrutinizing of the candidate's school record by a committee of the faculty, authorized to accept the record of any or all of the preparatory work in lieu of an examination. The next is that of Columbia University. Under this system a candidate goes through all the motions of an examination, but after he has completed them, a special committee or a special officer, considering the results of the examination in conjunction with all the data available from the school and elsewhere, may grant entrance to a student who has failed in the examination test and deny it to one who has succeeded. Finally, the new Harvard system which appears to be a sort of limited liability device, in accordance with which the student submits certain samples of his intellectual wares for examination and presents for the remainder of his justification the credentials of his school work.

All things considered, the strongest single claim of the entrance examination system for perpetuation resides in its moral effect upon the students. The orthodox form of the certificate system involves the inspection of the school at frequent intervals by college officers.

Dissatisfaction with one or another feature of both the examination and the certificate system has led to a series of efforts to secure the virtues of each, while avoiding their several defects.

The Columbia system is too new to justify any outspoken judgments. The Harvard system also is too new to permit an accurate estimate of its actual workings.

*Apparently nothing but the actual trial of college work can afford crucial evidence.*

**North Central Association of Colleges and Secondary Schools.** The seventeenth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, March 1912. "The Definition of High School Units" was presented in an address by President McVey of the University of North Dakota.

This association was created with the distinct purpose of standardizing the secondary schools in the matter of equipment, curriculum and teaching experience, and to determine through agreement a more uniform basis for admission to colleges. These purposes carried a double problem. The

emphasis first placed upon the standardization of the high schools has now been succeeded by the demand for a definition of what is meant by a standard college. The representatives of the secondary schools are calling for an application to the colleges of the association of the same principles which have been applied to them. The association now faces the more serious question of how to standardize the college.

Several questions arise: Does the present administration of units of admission hamper the development of the high school? How far are there divergences in the practice of administering the units of this association? What, after all, is it that the colleges want?

**New England College Entrance Certificate Board.** The tenth annual meeting of the New England College Entrance Certificate Board was held in Boston, May 1912. Its report is interesting in two particulars. It gave the list of schools approved by the board. In its summary of the reports from the colleges concerning the schools it gives for the past nine years the numbers received by examination and on certificate. The statistics of numbers reported as failing the first term throw light on the conclusion emphasized by italics, "Apparently nothing but the actual trial of college work can afford crucial evidence."

**Association of Colleges and Preparatory Schools of the Southern States.** The seventeenth annual meeting of the Association of Colleges and Preparatory Schools of the Southern States was held at Tuscaloosa, Ala., November 1911. Excerpts from this report may very properly complete this portion of our report introduced by the comments from the Carnegie Foundation. Reviewing the action of the association, one is gratified to note that it did two very important things: (1) It voted to continue the system of uniform entrance examinations, in spite of the discouraging report of the committee which showed less applicants and less receipts; (2) it took steps to secure a more reliable system of accrediting pupils than has heretofore prevailed.

The president's address dealt with recent experiments in methods of admission.

About two years ago Harvard College, having at last become dissatisfied with the methods of admission which it has adhered to since its foundation nearly three hundred years ago—the method of complete examination in all high school subjects—appointed a special committee to make searching investigation into every phase of the question and to suggest whatever modifications might be deemed advisable. The report, presented after nearly two years of painstaking research, was a revelation. It revealed the startling fact that, largely by reason of its adherence to this method, Harvard College, instead of being, as it strives to be, an institution whose influence is nation-wide, attracting the best products of the best high schools everywhere,

is in reality not merely a sectional but a state institution. Of approximately eleven thousand five hundred public and private schools in the United States, only thirty have sent to Harvard as many as one student annually for the past ten years; and of these thirty, all of the fourteen public schools and ten of the sixteen private schools are in the state of Massachusetts. The great majority of students entering the freshman class at Harvard each year come, in fact, from the schools in Middlesex county, in which the college is situated. The new method of admission to Harvard, in briefest statement, is as follows:

To be admitted to Harvard College a candidate must comply with the two following conditions: First, he must present an official detailed statement showing that he has satisfactorily completed an approved four-year high school course, in which stress has been laid chiefly on language, history, mathematics, and science, two of which subjects he has pursued beyond the elementary stages; second, he must give evidence of satisfactory scholarship by examination in four subjects, as follows: (a) English; (b) Latin (or, for the B.S. degree, French or German); (c) mathematics, physics, or chemistry; (d) any one of the following not previously selected: Greek, French, German, mathematics, history, physics, and chemistry. All four of these examinations must be taken at one time, either in June or in September.

By an interesting coincidence it was also about two years ago that Chicago University began to have misgivings as to the wisdom of its prevailing method of admission, and likewise appointed a committee on investigation and revision. But Chicago, unlike Harvard, had already adopted less rigid methods than had formerly obtained. Its methods of admission by examination, conducted jointly by the institution and its affiliated schools, had long ago been abandoned in favor of the certifying system. Yet even under this system the results had proved unsatisfactory, in some cases being strikingly similar to the results complained of under the examination system at Harvard.

As the action of this association is probably the latest of any sectional or national body, the report of the committee on the accrediting of schools is given in full. The report of the executive committee on the organization of a commission provided for in the following resolutions is an important item in the program of the next meeting of this association, to be held November 14 and 15, 1912:

*Resolved*, 1 There shall be a commission composed of two members from each state to be named and appointed by the executive committee of this association for a term of three years. One of these members shall be the state inspector of secondary schools, usually connected with the state university, the other shall be a representative of some other college or school belonging to this association.

2 That it be made the duty of this commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

3 This commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the association.

4 The commission shall describe and define unit courses of study in the various high school programs, based on the recommendation of the Carnegie Foundation and the rules of this association as herein prescribed.

The minimum standards for accrediting shall be: (1) a four-year course of study embracing at least fourteen Carnegie units; (2) three teachers, possessing each a college degree from an approved college, or its equivalent, and giving all their time to high school instruction; (3) recitation periods at least forty minutes in length and a school year of thirty-six weeks; (4) buildings, library and laboratory and other equipment essential for good teaching of the subjects offered. In every case, however, the character of the work done by a school must be the determining factor in accrediting. By personal visits by the inspectors, by detailed reports from the principals, and by the records made by students in college the character of a school's work shall be from time to time determined. A school shall be removed from the accredited list for failure to maintain the above standards.

5 Each state committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

6 From the lists thus submitted the commission shall at its annual meeting select the schools which shall constitute the southern list of accredited schools. Copies of this list when made up shall be furnished to the members of the association before May 1st of each year.

7 Colleges belonging to the association shall report to the professor of secondary education or high school inspector by February 15th of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his state, on blank prepared by the commission. These reports, after having been reviewed by the representatives of the commission in the state, shall be forwarded in tabulated form to the schools interested by the above officer and also laid before the commission.

**College Entrance Examination Board.** The eleventh annual report of the secretary of the College Entrance Examination Board contained the examinations of 1911. Document No. 53, published December 15, 1911, affords full information regarding the constitution, list of subjects for examination, unit of admission requirements and the definition of requirements in each subject. Under the caption "Unit of Admission Requirements" will be found this board's approval of the statement formulated by the national conference committee on standards of colleges and secondary schools, which establishes the Foundation unit. The conclusions reached by this Department regarding the relation of the Foundation unit to the count is given in this place for the interest of secondary school men. A more complete discussion of the reasons for this action will appear in Title III.

**Units of measurement.** The bases of comparison were the list of subjects for examinations in June 1912 by the College Entrance Examination Board and the scale of values of admission requirements in terms of units recommended by the Carnegie Foundation for the Advancement of Teaching, which are found in document No. 53, College Entrance Examination Board, issued December 15, 1911, and in the Regents Revised Rules.

*Regents count*

1 of 4 or 5 subjects pursued 1 day  
a week for 45 minutes a day during  
38 weeks or 1710 prepared minutes.

*Foundation unit*

One of 4 subjects pursued 4 or 5  
days a week for 40-60 minutes a day  
during 36-40 weeks or 5760-12000  
prepared and unprepared minutes.

**Conclusion.** One foundation unit minimum equals  $3\frac{1}{3}$  counts; maximum, 7 counts.

**Secondary school year.** The Regents subjects are limited by specifications, for example, English, mathematics etc., and by selections, for example, prepared (3 or 4), unprepared (1). The Foundation's subjects are unlimited save "the satisfactory year's work in any subject that can not be accomplished in less than 120 60-minute periods," or 7200 minutes.

<i>Regents</i>			<i>Foundation</i>		
Minimum		Maximum	Minimum		Maximum
4	Subjects	5	4	Subjects	4
18	Periods	23	16	Periods	20
45	Minutes	45	40	Minutes	60
38	Weeks	40	36	Weeks	40
<hr/>			<hr/>		
30,780	Total	41,400	23,040	Total	48,000
	41,400 maximum			7200 satisfactory subjects	
	30,780 minimum			X 4 subjects	
<hr/>			<hr/>		
	2) 72,180			28,800	
	<hr/>			1200 unprepared	
	36,090 average			<hr/>	
				30,000 average	

**Conclusion.** The Regents satisfactory secondary school year is 36,000 minutes; the Foundation's 30,000, that is, the Foundation of satisfactory secondary school year is to the Regents as 7 to 9.

**Credentials issued on certificates in terms of Foundation units.** The credentials issued by the Regents on certificates are the qualifying. Diplomas are issued on Regents examinations and not

on certificates. The Foundation makes no distinction, but uses its units to measure entrance requirements to colleges based, in the majority of instances, on certificates from secondary schools.

<i>Regents qualifying</i>	<i>Foundation</i>
60 counts	16 units
$\frac{3}{4}$ required	None required
$\frac{1}{4}$ elective	All elective
4 years recognized secondary school	4 satisfactory years
144,000 minutes	120,000 minutes
Ratio 6-5	

*Conclusion.* 60 counts is 19.2 Foundation units.

From the units of measurement it is clearly apparent that a minimum Foundation unit may vary from  $3\frac{1}{3}$  counts to 7.

From the secondary school year it is apparent that the maximum 15 counts assigned the successful completion of a year's work in a recognized secondary school in the ratio of 9-7 makes the Foundation's satisfactory school year less than 12 counts; that the 60 count qualifying certificate issued on the satisfactory completion of a four-year secondary school course makes the four satisfactory Foundation years equivalent to less than 48 Regents counts; that the 60 count qualifying certificate is the fair equivalent of more than 19 Foundation units. But, in order to assist the Foundation in its "effort to find a *counter* for the very relation between secondary school and college which the tendencies of the last twenty-five years have been engaged in formulating" it was held proper to accord a somewhat higher recognition to the Foundation's unit, inasmuch as such recognition would not embarrass New York State, which maintains a distinctly higher standard than the Foundation requirement and at the same time it will help in the solution of what the Foundation calls the practical question, "To choose such units as will fairly represent the secondary school work, whether the school be in one section of the country or another." It was agreed to fix the ratio at 4-1 which provides the following table of comparison:

<i>Regents</i>	<i>Foundation</i>
4 counts	1 unit
15 counts	1 year
60 counts (certificate)	College entrance (15 units)
72 counts (diploma)	18 units



## LEGISLATION

Among the important legislative enactments of the year affecting secondary education were the following:

*Florida* (ch. 6178) created a State School Book Commission to select and adopt a uniform series of textbooks.

*Kentucky* (ch. 67) provides for the use of district schoolhouses out of school hours for any lawful assembly of educational, religious, agricultural, political, civic or other social organizations or gatherings.

*Maine* (ch. 88) authorized any town not maintaining a free high school to contract with the committee of an adjoining town or the trustees of an academy for the tuition of its pupils and such town receives the same state aid as if the expenditure had been for a free high school; (ch. 188) required the state superintendent to aid in introducing industrial high schools and academies, the trustees of the State Normal School to introduce courses in manual arts, domestic science and agriculture, the state reimbursing such schools, academies, or evening schools for two-thirds the amount spent on such instruction.

*Maryland* extended the time in which no high school, meeting present requirements, may be removed from the list of approved high schools to June 1914; (ch. 333) instituted a uniform system of state school reports to be made to the State Board of Education.

*Massachusetts* (ch. 609) dissolved the corporations of the Northfield Seminary and the Mt Hermon Boys' Schools and re-incorporated them under the name of "The Northfield Schools," the property of the corporation not to exceed \$6,000,000.

*Michigan* (ch. 22) authorized school districts to establish trade, industrial, marine, vocational and manual training schools; (ch. 40) included physical training in the subjects to be regularly taught in the public and normal schools; (ch. 271) abolished all fraternities, sororities and other secret societies among pupils of the public high schools of the state.

*New Jersey* (ch. 365) amended the uniform school examinations.

*New Mexico* provides, through the enabling act, a comprehensive and uniform system of public education, creating a permanent school fund, a state board of education, compulsory education, the training of teachers and enumerates all state educa-

tional institutions, providing for their control by nonpartisan boards of regents appointed by the Governor.

*Oklahoma* (ch. 47) created a state board of education; (ch. 131) authorized the State Superintendent of Public Instruction to appoint a state school inspector.

#### PROGRESS IN SECONDARY EDUCATION

The school year 1911-12 has been a period of steady, healthy growth in all the activities of secondary education. The year has not been marked by any great specific movement in this field, but it has been characterized by a conservative entrenchment and broadening of the work in every direction and particularly by the evidences of greater appreciation on the part of the public and the consequent greater willingness of the people to sustain these schools on a more liberal scale than ever before. From the statistics published in another part of this report, it is evident that the amount of money expended for secondary education, the number of teachers employed and the number of pupils instructed far exceed these respective items for any previous year. Moreover, the proportional increase is far in excess of the proportional increase in population. Furthermore, the reports that come to us indicate that the number of pupils entering secondary schools in September 1912 is far in excess of the number for any preceding year. These facts are specially significant in view of the widespread charges that have been made during the year by professional educators, by editors of reputable newspapers and by many other persons of influence, to the effect that our high schools are totally inefficient. The following is a sample:

High school education is generally bookish, scholastic, abstract and inadequate to meet the practical problems of life; and the whole system is just where it was thirty years ago. The whole trouble with our high school education is that it is regarded too much as merely a preparation for the university. Instead of dealing with the problems of life today the students are taught to deal with the language, politics, and customs of fifteen centuries ago. The remedy is a change in high school teaching, a look in the direction of the farm, shop, and home.

A jury composed of all the people have heard these charges and have indicated the character of their verdict by sending to the high schools in September 1912 a larger number of pupils than ever before in the history of the schools. Certainly the people are not yet convinced that their high schools are "fool factories."

But the fact that such charges have been made shows clearly that we have not yet reached a universal agreement as to what are the functions of a high school, nor have we reached a clear understanding of the relations of these schools to society at large. We have also failed to discover a standard yardstick universally acceptable by which high school results may be measured accurately and satisfactorily.

It is an accepted truism that it is the function of the school to fit its pupils for life in the largest and broadest sense. Stated more in detail, this means that they must be made (1) physically strong, (2) intellectually keen, (3) industrially efficient, (4) socially interested and active, (5) morally clean, and, with all the rest, (6) equipped with interests that shall make life worth living. To do all this is the function of the high school. It is a large contract. Perfection can not be expected in every detail, but partial failure in one direction is not a sufficient ground for wholesale condemnation of the system. The tests that have been applied by those who have reached an adverse conclusion regarding our high schools are for the most part fragmentary and unreasonable. A high school graduate who during the latter years of his course has been giving the greater part of his attention to a foreign language, to English literature, to history and to geometry is employed in a business office and it develops that he is not rapid or accurate in adding columns of figures. The critic immediately rushes to the conclusion that the high school is a failure; that it has unfitted the boy for the practical things of life. It matters not that the boy in question may have a trained mind that will enable him to grasp economic conditions and business relations once he gets his bearings — he can not add a column of figures and therefore the high school is a failure.

In another case a class of college freshmen just out of the "fool factory" are subjected to an examination in current topics; they are asked who is the present secretary of the interior, who is the governor of Colorado, who was vice president in 1878. Naturally they fail to answer and straightway the high schools in which they were supposed to be educated are pronounced unworthy of support. The critics who so confidently condemn do not in a single instance touch one of the essential things. Any proper investigation of the high schools would take up in detail the acknowledged functions of the high school and would seek to determine in what manner that function had been discharged. Let us go over the list.

1 What are the schools doing for the physical well-being of the pupil?

In this State we have statutes and Department regulations that are very clear and very definite as regards what may be and what may not be permitted in the matter of school buildings. The amount of floor space, the amount of air space for each pupil, and the number of cubic feet of air that shall be changed each minute are definitely prescribed; the amount of light and the provisions for heating are also determined; provisions for safety in case of fire, as well as other necessary sanitary arrangements, receive attention. An expert gives his entire time to seeing that the law is complied with in all new buildings, and the regular inspectors report defects that should be remedied in old buildings. The Department may withhold public moneys from districts failing to comply with its regulations and so may enforce and does enforce compliance with the law. Moreover, our laws compel the study of physiology and the laws of hygiene in all the schools. It is not too much to say that a large proportion of the children of this State find more healthful surroundings in the school than in the homes from which they come; neither is it too much to say that in many cases the first ideas of clean living are imbibed in school. The rapid decrease in the mortality of children of school age as shown by the official mortality tables is one evidence of the effectiveness of the school in this direction. Add to all this the fact that a thoroughly scientific physical examination of all the children is now undertaken in some schools and will surely be the rule in all schools in the near future and we must conclude that our schools are not wholly failing so far as concerns the physical well-being of the pupils.

2 What are the high schools doing for the intellectual training of the pupils?

The answer to this question is found in the whole organization and equipment of the school in its teaching force and in its course of study. The absolute proof is in the character of the product. The N. E. A. committee that reports conditions in our high schools to be the same as thirty years ago gives evidence either of lack of familiarity with the subject or of lack of honesty in reporting conditions. Within the last thirty years the course of study in our high schools has been revolutionized and the methods of instruction have been transformed. In science teaching the laboratory method has largely supplanted the memorizing of textbooks. The textbook in geometry of thirty years ago contained no original exercises, while in that subject today a large part of

the pupil's work is devoted to original demonstrations and problems. The history of thirty years ago, what little there was of it, and it was very little, was a bare enumeration of facts, largely the facts relating to wars. Today the history used in our schools is a study of great social and political movements with the view of relating events to their causes and with the purpose of drawing from the study lessons that may be valuable in their application to our own times. In short, every subject in the high school curriculum of today is pursued not so much with the view of filling heads with facts as for the purpose of making intelligent men and women. The capacity to perceive new facts and to grasp the relations of facts is today universally admitted to be of more importance than encyclopedic knowledge of undigested matter.

The report of the Carnegie Foundation regarding the Rhodes scholars from the United States as compared with such scholars from other countries is a very concise statement of the efficiency of the American high school in the matter of intellectual training. That report is as follows:

The Rhodes scholars who have come to this college from the United States are in point of natural ability fully the equal of our ordinary open scholars; in point of energy, seriousness and force of character *they are decidedly their superiors*. Their early training, on the other hand, has been less thorough and of this they are themselves conscious.

### 3 Are our high schools giving industrial efficiency?

It must be confessed that industrial and vocational studies are comparatively new in American high schools. This is because the demand for them is recent. Our public schools are the people's schools and whatever proper thing the people wish to have in these schools, they will have. They are beginning in this State to recognize the need of industrial and vocational schools and the demand is being not only met but encouraged. The State is making special appropriations to aid localities instituting such schools and the State Education Department has organized a division that is charged with the special function of promoting this work. The report of the Chief of the Division of Vocational Schools, published elsewhere in this volume, will show in detail what has been accomplished in the last two years in this direction. Agriculture is the largest single vocation in the State and the fact that within the past two years courses in agriculture have been introduced into forty-four high schools and that one thousand seven hundred twelve pupils have received instruction in this field is very significant. There is no doubt that the number of schools offering these subjects and the number of

pupils pursuing them will be multiplied manifold in the near future. Moreover the New York high school stands ready to ally itself with the dominant interests in any town and to give vocational instruction demanded by such interests, as is illustrated by the school of glovemaking in Gloversville. Industrial efficiency, however, does not rest in manual dexterity alone. While manual skill is desirable, it alone does not of necessity lead to success. The American high school is only just beginning to train skilled workmen, but American workmen, the product of American schools, have successfully competed with the trained artisans of other lands. It is currently reported that the United States has sold in Europe during the past year \$30,000,000 worth of automobiles. In other words, the American workman, receiving a high salary, has been able to compete successfully with the skilled artisan of Europe who is poorly paid in the production of an article in the construction of which the greatest perfection is absolutely essential. And this is only one of the many articles of which the same might be said. The reason for the condition is not difficult to discern. It lies in the fact that the American workman, the product of the American high school, is superior to his European brother because of the greater breadth of training, which makes him a better organizer. The two factors go together in estimating industrial efficiency and the result proves that the American high schools have not failed in this respect.

4 What are the high schools doing to render their pupils socially interested?

Social service is a comparatively new term in common speech. It relates to the discharge of our obligations to society at large, including the State. The critics of our high schools complain that so many things are taught that do not bear immediately on the bread-winning ability of the pupil. All literature, all history, in fact all the so-called humanities, whose purpose it is to broaden the view of the pupil and to bring him into closer touch and into more sympathetic relations with all mankind, come under the ban. It must be admitted that the high schools are teaching these subjects and if this is sinning, they must cry "peccavimus." But there are still perhaps many who believe that "the proper study of mankind is man" and that the real test of the effectiveness of an education is not alone in the number of dollars the person can earn, but also in what he can do to make the community in which he is placed happier and better, in the social service he is able to render. The high schools have no apology to make for teaching these things.

service he is able to render. The high schools have no apology to make for teaching these things.

5 As the critics to which I have referred make no comment on the morals of high school graduates, we may pass this point with the simple statement that, viewed from any angle, the graduate of the American high school is the equal morally of any class of persons in the world. Every lesson well taught and honestly learned is moral instruction and moral training.

6 What are our schools doing to establish in their pupils interest that shall make life worth living?

Those who condemn our high schools because subjects are taught that can not be at once converted into dollars, have evidently overlooked an important industrial change that has taken place in the last thirty years. They seem to think that industrial conditions as well as the schools have stood still for three decades. They do not seem to realize that thirty years ago the common laborer — the masses — worked from twelve to fourteen hours a day, leaving only enough time for the sleep required by nature to enable him to take up the tasks tomorrow, but that today eight hours is a day's work. The laborer today in most occupations has as many hours of leisure as he has of work. Perhaps the most serious problem that confronts us at the present time is that of preparing the masses properly to employ this leisure, and such preparation may properly be called culture. The serious difficulties that arise among men, the depredations committed, the economic losses that are occasioned, are very largely to be attributed to the fact that men are not trained for leisure. Economic efficiency does not consist in production alone. The manner in which the product is consumed is equally important. It is of no real benefit to a man to be skilled to such an extent that he is efficient for eight hours a day if in the next eight hours he wastes the product of his skill. The school is under the same obligation to give training for leisure as to give training for work, and if the subjects already in the curriculum do not lead to that result, an effort should be made to find other subjects for this purpose, but in no case should the high schools be condemned because they are endeavoring to make men efficient in leisure as well as in work.

Those who have so unsparingly condemned our high schools have apparently not considered the relation existing between these schools and the people as a whole. The school district in New York State is

our nearest approach to a pure democracy. Whatever such a district really wants in the way of educational facilities, it may, within limits, attain, and there is no limit on the power of a school district to tax itself for school purposes. Moreover, the State comes to the aid of the district that wishes to enlarge and broaden its school facilities. The public high school comes into existence in response to a public demand. In the nature of things it does not exist until the demand for it has been heard. In like manner the scope of the work undertaken by a high school will be conditioned by the needs felt by the community in which it exists. The high school in any community is the people's expression of their recognized educational needs. It is the means by which each generation strives to make its discoveries, its improvements, and its ideals available to the next generation. A school so related can not lead; it must follow. It can not be expected to anticipate social and industrial changes. It can not give instruction to fit for anticipated new conditions, but it should follow just as closely as the demand requires it to follow. Recent educational development proves that the economic law of supply and demand will control in this field as well as in every other field of human endeavor. We need have no fear that our high schools will fail to give the kind of instruction that is really demanded or that they will long continue to give instruction that is not really demanded. The contest that has been waged for many years between the adherents of the older disciplinary and cultural training on the one side and the advocates of industrial and vocational studies on the other side is rapidly reaching a satisfactory settlement in this State through the adoption of the conclusion that both are right, that both are needed by every citizen of a republic, that each is the necessary supplement of the other. Changing industrial and social conditions have made impossible the industrial and vocational training that the boy and the girl of a former generation received in the home and in the shop or in the field of the parent. The need for organization to give such training through the public high schools has developed into a demand that is being answered. But the same industrial and social changes make even more important than formerly the disciplinary and cultural education which was the original purpose of the secondary school, not simply because such studies fit for admission to college but because they fit for admission to a more complex social, intellectual and political life. The modern New York high school has



adopted the new while holding fast to the old and has lengthened the time required to complete the course so as to make both possible. Last year Greek was studied in forty-eight high schools of New York State, agriculture in forty-four.

#### REQUIREMENTS FOR QUALIFYING CERTIFICATES

The amount of secondary education necessary to meet the statutes and the Regents rules governing admission to professional study, has been modified in a marked degree during the past year. Previous to February 1, 1911, it was possible to earn a qualifying certificate by passing Regents examinations at 75 per cent in any subjects aggregating 60 counts and without restriction as to time of study. It is apparent that the statute governing this matter makes a four-year high school course the normal requirement, but a four-year high school course, measured by our conventional unit, is 72 counts, with the further requirement that 13 of these counts must be in English, 10 in mathematics, 10 in science and 8 in history. Moreover the pupil who is attending a regular high school must present evidence that he has had instruction in each of the subjects in which he offers himself for examination to the extent of one period a week for a school year for each count assigned to the subject. A comparison of this requirement with the former requirement for a qualifying certificate makes it at once evident that a 60 count qualifying certificate without restriction as to the subjects taken and without the requirement of time of study was in no sense an equivalent of a four-year high school course. On January 25, 1911, a Regents rule was adopted specifying the subjects in which 45 of the 60 counts required for a qualifying certificate must be earned and limiting somewhat the election regarding the additional 15 counts. This rule permitted candidates who had already entered upon examinations for qualifying certificates prior to February 1, 1911, to complete the requirements under former conditions prior to January 1, 1912. Consequently the rule has gone into effect during the school year covered by this report. The most noticeable result of this rule was the decrease of nearly 50 per cent in the number of examination papers written in the examination held in New York City in September 1911.

The principle that attendance at an approved academic school is a necessary condition of admission to a Regents examination if the papers are to be accepted at the minimum passing mark, was established with the adoption of the syllabus of 1905. Previous to that time, the passing mark in all subjects and for all

purposes had been 75 per cent, but in the revision of 1905 the standard was lowered to 60 per cent for pupils who had given the required time to each study in an approved school, but as the requirements for admission to the study of the professions were for the most part fixed by statutes enacted when the passing mark was 75 per cent, it was ruled that the lower passing mark and the time of study requirement did not apply to candidates for qualifying certificates, and up to the present time (October 1912) applicants for such certificates have been admitted to the examination without question as to the place where their preparation was obtained or as to the length of time spent in such preparation. The passing of the required examinations at the former mark of 75 per cent has been the only requirement for a certificate admitting to professional study. In their meeting of June 22, 1911, the Regents adopted a rule requiring of each applicant for a qualifying certificate evidence of attendance upon an approved school as a condition of admission to the examinations. This rule was amended by the Regents May 2, 1912. The original rule with the amendment, and the regulations of the Department for putting the same into effect, were published and widely distributed in May 1912 in a circular, a copy of which follows:

#### IMPORTANT NOTICE

The attention of all prospective professional students who prepare for Regents examinations in private preparatory schools and evening high schools is especially called to the following important action which was taken by the Regents at their meeting on June 22, 1911, upon motion of Honorable Abram I. Elkus, as follows:

*Voted*, That the Commissioner of Education be authorized to outline a course of study, based on the academic syllabus, for the use of evening high schools and private preparatory schools, which shall fix the length of the approved course in such schools, in the subjects required for 60 count certificates, as prescribed in section 387 of the Regents Revised Rules, and that beginning with the Regents examination in January, 1913, the Commissioner of Education be authorized to exclude from Regents special academic examinations at Albany, Buffalo, New York and Syracuse all applicants under twenty-one years of age, not presenting other acceptable evidence of thorough and systematic preliminary training, who do not have certificates of the successful completion of the studies of the subjects in which they desire to take examinations, from an approved evening high school or private preparatory school; and that the Commissioner of Education be further authorized to determine, upon application, the evening high schools and private preparatory schools which merit the recognition of the Department for the preparation of prospective professional students for Regents examinations.

At the meeting of the Regents held May 2, 1912, on motion of Regent Elkus, it was

*Voted*, That in the discretion of the Commissioner of Education, the age at which candidates may be exempted from the operations of the resolution may be made nineteen years instead of twenty-one years, up to January 1, 1915.

Also, that there be added at the end of the resolution the following:

But a student in an approved school who has not given the required time to the study may be admitted to the examination for qualifying certificates upon the principal's certificate of superior training and ability, which certificate must also be attached to each paper claimed by such candidate, and any paper so claimed that reaches a standing of 80 per cent may be accepted.

The following course of study has been prepared to meet the requirements of the above resolution of the Regents:

1st year					
SUBJECTS	COUNTS	HOURS	SUBJECTS	COUNTS	HOURS
<i>Required</i>			<i>Elective</i>		
English 1.....	4	120	Advanced arith-		
Algebra . . . . .	5	120	metic . . . . .	2	60
1st foreign lan-			Elementary book-		
guage . . . . .	5	120	keeping and bus-		
			iness practice..	3	90
			Elementary repre-		
			sentation . . . . .	2	60
2d year					
English 2.....	3	90	Economics . . . . .	2	60
Geometry . . . . .	5	120	2d foreign lan-		
1st foreign lan-			guage . . . . .	5	120
guage . . . . .	5	120	History <sup>c</sup> . . . . .	5	120
			Shorthand 1.....	5	120
			Advanced repre-		
			sentation . . . . .	2	60
3d year					
English 3.....	3	90	History (3 or 5) <sup>c</sup> .	3 or 5	90 or 120
Science <sup>a</sup> . . . . .	5	120	Science <sup>b</sup> . . . . .	5	120
American history.	5	120	2d foreign lan-		
			guage . . . . .	5	120
			Advanced book-		
			keeping . . . . .	5	120
4th year					
Science <sup>a</sup> . . . . .	5	120	History <sup>c</sup> . . . . .	3 or 5	90 or 120
			Shorthand 2.....	5	120
			Advanced algebra.	5	120
			Advanced design.	2	60
			English 4.....	3	90
			Science <sup>b</sup> . . . . .	5	120

<sup>a</sup> Physics or chemistry or biology.

<sup>b</sup> Physical geography or that one of the three following not taken in the required group: physics, chemistry, biology.

<sup>c</sup> Any one of the following: ancient history, history of Great Britain a I history 1 and modern history 2.

The number of counts assigned to each subject and the number of recitation periods required in each subject are shown in the tabular statement of the course. In estimating the number of recitation periods not more than five recitations a week should be counted.

The exact arrangement of subjects in this course is not imperative. For satisfactory reasons, any school may, within reasonable limits, change the order here suggested, but each school wishing approval must submit the course that it proposes to follow before approval will be granted.

All of the required subjects in the above course must be included in any course approved, but it is not necessary for any one school to offer elective subjects aggregating more than 15 counts.

The Regents Syllabus for Secondary Schools is, in general, to be followed, but pupils who have prepared in the New York City evening high schools may follow the courses outlined in the evening high school syllabus for 1910-11 of the city of New York, except in American history, history of Great Britain and Ireland, modern history 1, modern history 2, and advanced algebra. In these subjects the Regents Syllabus for Secondary Schools must be followed in all schools.

As the rule adopted by the Regents is to take effect with the January examinations in 1913, it is highly important that pupils under nineteen years of age preparing in private schools should ascertain at once whether schools are approved or not. It is equally important that private preparatory schools whose pupils expect to take Regents examinations in 1913 should make application at once for approval. Blank forms of application for such approval will be sent to any school on request.

Hereafter admission to the examinations conducted by the Department in Albany, New York, Buffalo and Syracuse for qualifying certificates will be exclusively by tickets, issued in advance, on application. The candidate will be required to submit in his application, evidence of his age and if under nineteen his preparation in an approved preparatory school in each subject in which he writes an examination paper. Blank forms of application for admission will be sent on request. (Evidence of preparation in an approved school will be required for the first time at the January 1913 examination.)

Pupils under nineteen years of age who have prepared by home study, with or without a tutor, will be required to furnish satisfactory evidence as to the character and extent of such home study.

From the course of study given above, it is to be noted that the number of recitations required for approval for this particular purpose is less than that regularly required in high schools. There are two reasons for this difference: first, that the transition from no requirement to the new regulation might not cause undue hardship by its abruptness and, second, because it is claimed that the particular class of pupils affected is composed of persons who have a definite purpose, who are earnest in their efforts to attain the end sought and who may, therefore, be expected to profit more by the instruction they receive.

It is to be noted also that provision is made whereby persons of exceptional ability and training may not be retarded in their progress.

While these regulations mark an important step in preparation for professional study, they should not be considered as final. Ultimately the same regulations as to time of study and admission to examinations should prevail in all the schools of the State and in all Regents examinations wherever held. The pupil entering a Regents examination in Morris High School should be subjected to the same conditions as one entering an examination for the same purpose and in the same subject at the Grand Central Palace. Any other rule than this would seem to be for the purpose of temporary adjustment to conditions, and in the expectation of modifications to produce uniformity later on. The qualifying certificate should ultimately require 72 academic counts earned under the same conditions that are in force in the high schools. In no other way can such a certificate be considered as the full equivalent of a four-year high school course.

Schools wishing approval have been required to make formal application for such approval, using the following form:

#### APPLICATION FOR APPROVAL

*Name of school*.....

*Located at*.....

For the purpose of complying with the requirements of the Regents rule, printed above, application is hereby made to the New York State Education Department for the approval of the work of the school named above.

The following is a correct description of the school and its equipment:

**1 Building:** Description as to (1) size; (2) number of rooms; (3) light; (4) heating; (5) ventilation; (6) safety.

.....

**2 Furniture:** (1) Description; (2) quantity.

.....

**3 Library:** (1) Number of volumes; (2) character of books; (3) location; (4) availability to pupils.

.....

**4 School apparatus:** (1) Maps; (2) globes; (3) charts; (4) science equipment.

.....

**5 Teachers:**

Name

Qualifications and experience of each teacher  
employed, with department of work

6 Pupils: (1) General previous preparation; (2) number pursuing regular course of study; (3) number pursuing special studies, but not taking a regular course; (4) total number.

7 Course of study followed by the pupils in the school is presented on separate sheet.

8 A permanent detailed record of the attendance of each pupil is kept.

9 Is the school conducted by a corporation; by a firm; by an individual? If by a corporation, give the name of the president of the corporation; otherwise of the proprietor of the school.

I hereby certify that the facts stated in the above application are true to the best of my knowledge and belief, and, if approval is granted to the school, I promise conformity to the requirements of the Regents resolution printed on the first page of this application.

[Signed].....

*Principal or proprietor*

Applications for approval have been received from fifteen private schools. After careful inspection, the following have been approved:

All evening high schools of New York City  
East New York Preparatory School, 414 Rockaway av., Brooklyn  
Eron Preparatory School, 185-87 East Broadway, New York City  
Heffley Institute, 243 Ryerson st., Brooklyn  
New York Preparatory School, 14 West 43d st., New York City and 545 Franklin av., Brooklyn  
Rhodes Preparatory School, 8-14 West 125th st., New York City  
Y. M. C. A., 11 Bond st., Brooklyn  
Y. M. C. A., 215 West 23d st., New York City

Inspectors' reports indicate marked improvement in the equipment, in sanitary conditions, and in schedules of studies in some of the schools as a result of this movement. As no examinations have been held under the new conditions, it is impossible to report on the effect on scholarship, or on the number of candidates presenting themselves.

## ORAL WORK IN MODERN LANGUAGES

The plan of giving credit for oral work in modern languages, adopted by the State Examinations Board at its meeting in December 1910, went into effect in September 1911. In administering this plan the following circulars and blank have been sent to all the secondary schools in the University:

*To Principals:*

To facilitate the carrying out of the inclosed plan of modern language examinations, principals of high schools and academies throughout the State are requested to send to the State Department as soon as practicable the names of such teachers as wish to take advantage of the provision for credit for oral work, together with the name of the year or years of the language for which such credit is desired.

Teachers will realize the importance of this resolution if they keep in mind that the ultimate aim of the instruction should be to train their pupils to grasp the significance of a passage in the foreign tongue without consciously translating into English and to express themselves in the foreign tongue without consciously translating from English.

The best success in the third and fourth years can not possibly be attained if this feature of the work is neglected in the first and second years. Full credit for this oral work should not be expected in the third and fourth years in cases where attention has not been given to it in the first and second years.

**Extract from the minutes of the meeting of the State Examinations Board:**

*New York, December 2, 1910*

*State Examinations Board:*

I New York State Education Department is requested to prepare lists of schools whose teachers of modern language are not only skilful as teachers, but whose pronunciation of the modern language taught is satisfactory and whose oral use of said language is reasonably fluent.

II Teachers of modern languages in institutions certified to in accordance with the provisions of the foregoing paragraph, shall be authorized to submit a certificate claiming credit for proficiency by each pupil examined in a modern foreign language, as hereinafter indicated.

*a* Elementary (second year) examination: A maximum of 20 credits shall be allowed for proficiency in the use of said language, to be tested as follows:

1 The writing from dictation of an easy passage in the foreign language  
.....10 credits

2 Ability of the candidate to read aloud in the foreign language, noting both pronunciation and expression.....10 credits

*b* Intermediate (third year) examination: A maximum of 25 credits shall be allowed as follows:

1 Dictation. Exercise to be conducted as already outlined.....5 credits

2 Oral reading, as already outlined.....10 credits

3 Conversational ability.....10 credits

c Advanced (fourth year) examinations: A maximum of 30 credits shall be allowed as follows:

1 Oral translation from dictation.....10 credits

2 Conversational ability.....10 credits

3 Ability to discuss the substance of a selected passage in the foreign language or to reproduce the substance of the passage orally in the foreign language.....10 credits

III The written examination shall include a paragraph in the foreign language upon the subject matter of which

a In the intermediate examination, questions shall be asked in the foreign language and answers should be given in the foreign language.....20 credits

b In the advanced examination, questions and answers shall be in the foreign language, maximum credits.....30.

DARWIN L. BARDWELL  
CHARLES F. WHELOCK

This report was unanimously adopted.

### Application for approval of oral work in modern languages

Name of teacher.....

Language.....course (2, 3 or 4).....

The teacher for whom application is made should answer the following questions:

How long have you studied this language?.....and in what schools?.....

Have you studied abroad?.....

Do you speak the language readily?.....

Do you use the language taught as the usual medium of communication in class?.....

Do you require the pupils to use the language taught as the usual medium of communication in class?.....

Application made by.....

Principal of.....

.....County

Date.....1912

As soon as practicable after the filing of the application, the special inspector in modern languages has visited the schools making application and on his favorable report, a certificate in the following form has been issued to the principal of the school:

*To the Principal:*

It gives me pleasure to inform you that on the report of our inspector of modern languages, we are able to approve the oral work in.....  
under the instruction of.....  
for credit in accordance with the regulations of the Department.

Yours very truly

*Second Assistant Commissioner of Education*

[Date].....



The number of applications received and the number of approvals granted are as follows:

	Elem. French	Elem. German	Int. French	Int. German	Adv. French	Adv. German
Applications received.....	69	130	111	253	26	25
Applications granted.....	47	103	63	129	26	25

It is not to be assumed that in all cases where approval has been made, the work is entirely satisfactory. In fact, much of the work that has been approved is of such a character that approval will not be continued unless improvement is made. The most noticeable result of the plan is in the effort of modern language teachers generally better to fit themselves for this work, through private study, summer schools and foreign travel, all of which will redound to the benefit of the children who are under instruction.

Correspondence incident to the approval of oral work in modern languages has shown some serious weaknesses in our system of certifying teachers for high school work. In one instance, a letter written in German by one who had taught German for five years showed ten glaring errors in the first sentence of less than three lines. Under present regulations, a normal school graduate is by virtue of such graduation licensed to teach any subject in the high school curriculum. The same is true of the college graduate holding the college graduate limited certificate based on the B. A. degree. The normal school course, or the B. A. course in college, may not have included German, as it may not have included almost any other subject in the curriculum, but this fact does not prevent the graduate in either case from being legally qualified to teach all subjects. Trouble from this source is not likely to occur in schools under competent supervision, but that such conditions do occur quite frequently is enough to at least suggest a consideration of the question of a department certificate for high school work. Such a certificate should, of course, require a sufficient background of general training, with satisfactory evidence of special proficiency in the subjects that are to be taught. It is our belief that if such a certificate were offered, it would be sought by many who already hold the general license to teach simply as a testimonial of special proficiency in a special department, and in this way would act as a stimulus to better preparation. If the State would hold examinations once a year for the purpose of allowing those having special proficiency in any field to obtain an official

certificate of that fact, a large number of teachers would be influenced to earnest study and wide reading, all of which would ultimately result in benefit to the pupils instructed in the schools. Of course, such certificates would be issued only after inspection of the teacher's work.

In this connection, it seems proper to mention another anomalous situation regarding high school teachers certificates. While a graduate of a State normal school or of an approved college holding the B. A. or the B. S. in the general course may, under present rules, be licensed to teach any subject in a high school, a graduate of the Massachusetts Institute of Technology, of Sheffield Scientific School, of the Columbia School of Mines or of any other institution of like character, may not be permitted by fact of such graduation to teach algebra or geometry or physics or chemistry. It is suggested that this situation receive careful consideration.

MINUTES OF THE MEETING OF THE STATE EXAMINATIONS  
BOARD, DECEMBER 9, 1911

In response to a call issued by the Commissioner of Education, the sixth annual meeting of the New York State Examinations Board was held at the Education Department in the State Normal College, Albany, N. Y., December 9, 1911.

The meeting was called to order by the Commissioner of Education at 9.30 a. m. The list of members and representatives present is as follows:

Hon. Andrew S. Draper, Commissioner of Education, presiding  
First Assistant Commissioner Augustus S. Downing  
Second Assistant Commissioner Charles F. Wheelock  
Third Assistant Commissioner Thomas E. Finegan  
Harry DeW. DeGroat of the Examinations Division, representing the Chief of the Examinations Division, Harlan H. Horner  
President Rush Rhees, of Rochester University  
Professor Jacob R. Street, representing Chancellor James R. Day of Syracuse University  
President John H. Finley of the College of the City of New York  
Rev. Edmund A. O'Connor of Little Falls  
Professor Adam Leroy Jones, representing President Nicholas Murray Butler  
Principal Walter B. Gunnison, Erasmus Hall High School, Brooklyn

Principal Edward J. Goodwin, Packer Collegiate Institute,  
Brooklyn

Principal Frank D. Boynton, Ithaca High School

Associate City Superintendent Lamont F. Hodge of Yonkers

Principal John H. Denbigh of the Morris High School, New  
York City, representing Associate City Superintendent Edward  
L. Stevens

Superintendent Henry P. Emerson of Buffalo

Superintendent Wilbur B. Sprague of Utica

Superintendent Charles E. Gorton of Yonkers

Superintendent Richard A. Searing of North Tonawanda

Superintendent William H. Maxwell of New York City

On account of the absence through illness of Mr H. H. Horner, chairman of the committee on the continuance of Spanish, Italian and Hebrew examinations, Superintendent Gorton made an oral report favoring the continuance of the examinations, which report was adopted.

On motion of Doctor Wheelock, it was

*Voted*, That whenever a class in any foreign language, other than those in which examinations are now given, is formed in an accredited school in this State, the Department will consider the matter of giving credit toward credentials issued by the Department for such language, on the certificate of the teacher and principal of the school where it is taught.

On motion of Doctor Downing, it was

*Voted*, That the report of the committee on English requirements, made at the 1910 meeting of this board and published in the proceedings of that meeting, be taken from the table and that Superintendent William H. Maxwell and Principal Edward J. Goodwin be added to the committee; that the committee be instructed to report at the next meeting of the board.

On motion of Doctor Downing, it was

*Voted*, That a standing committee of five be appointed from this board to receive suggestions and to advise with reference to modifications of the syllabuses.

The following committee was appointed: Principal F. D. Boynton, Superintendent Wilbur B. Sprague, Principal E. J. Goodwin, Assistant Commissioner Charles F. Wheelock, Assistant Commissioner Thomas E. Finegan.

A motion to reconsider the vote of 1910 regarding the discontinuance of examinations in the first year of English and foreign languages was made, and, after discussion, the motion was lost.

On motion of Principal Denbigh, it was

*Voted*, That the former practice of the Department in rating question papers in algebra be continued.

On motion of Doctor Wheelock, it was

*Voted*, That the committee on commercial subjects be divided, a separate committee being provided for typewriting, stenography, business writing and commercial English.

On motion of Doctor Downing, it was

*Voted*, That the examination in Latin grammar hereafter be based on third year Latin instead of on second year Latin as heretofore.

On motion of Doctor Downing, it was

*Voted*, That a committee of three be appointed by the chairman to determine whether there are further subjects still upon the list of those in which we examine upon which examination ratings given by the schools may be accepted by the Department without rerating.

The following committee was appointed: Assistant Commissioner Augustus S. Downing, Superintendent William H. Maxwell, President Rush Rhees.

On motion of Principal Denbigh, it was

*Voted*, That the examination in elementary prose composition be given in January 1912 for the benefit of pupils who lack this subject for full credit in second year Latin.

The following proposal for modification of the drawing work was presented:

For the purpose of simplifying and putting in workable form the 1910 syllabus in drawing, the following is proposed.

1 Allow 3 counts for elementary design and 3 counts for elementary representation, requiring three periods a week for a school year for each, with an examination at the end of each course. Neither of these courses can be finished in less than a year's time, no matter how many hours a week be taken.

2 Allow 4 counts for advanced design and 4 counts for advanced representation, requiring four periods a week for a school

year for each, but classes in advanced representation and advanced design are not to be organized except in accordance with the following conditions:

*a* There shall be a specially trained teacher employed. (A trained teacher shall have had at least two years of special art training or its equivalent.)

*b* The course shall be submitted to the Education Department for approval and the school shall receive inspection.

*c* There shall be no State examination in this advanced work. Knowledge of principles will have been tested in the first six periods of work. Advanced drawing is but a broader application of these principles and examinations of less time than two hours for each question are of little value; thus, State examinations are impracticable.

On motion of Doctor Downing, it was

*Voted*, That action thereupon be deferred until next year and that in the meantime a committee of three be appointed to consider the subject and report at the next meeting of the board.

The following committee was appointed: Principal Walter B. Gunnison, Superintendent Herbert S. Weet, Chief of the Examinations Division H. H. Horner.

Superintendent Boynton presented a communication from Professor Hollis E. Dann, member of the Music Council, submitting the following resolutions passed by the music section of the State Teachers Association at its 1911 meeting:

*Resolved*, That high school pupils preparing to enter the normal and training classes shall be required to pass the Regents examinations in rudiments of music and chorus singing, melody writing and dictation.

*Resolved*, That graduates of training schools and training classes shall be required to pass an examination in music.

*Resolved*, That State inspection of the music of the public and professional schools would be most desirable.

On motion of Superintendent Boynton, it was

*Voted*, That this communication be referred to a special committee of the board for a report at the next meeting.

The following committee was appointed: Chancellor James R. Day, Superintendent Henry P. Emerson, Superintendent Richard A. Searing.

On motion, duly seconded, the Commissioner of Education appointed the following committee to name subcommittees to prepare question papers for the year 1912:

Superintendent William H. Maxwell  
President Rush Rhees  
Professor Adam Leroy Jones  
Principal Frank D. Boynton  
First Assistant Commissioner Augustus S. Downing  
Second Assistant Commissioner Charles F. Wheelock  
Third Assistant Commissioner Thomas E. Finegan

This committee presented the following report, which was adopted:

### English

Gilbert S. Blakely, First Assistant in English, Morris High School, New York City  
Dartmouth, B.A., M.A.; Harvard, M.A.  
Lewis F. Mott, Professor of the English Language and Literature, College of the City of New York  
College of the City of New York, B.S., M.S.; Columbia, Ph.D.  
Avery W. Skinner, State Inspector of Schools, Education Department  
Syracuse, B.A.

### Latin

William H. Edwards, Boys High School, Brooklyn  
Williams, B.A.  
Nelson Glenn McCrea, Professor of Latin, Columbia University  
Columbia, B.A., M.A., Ph.D.  
S. Dwight Arms, State Inspector of Schools, Education Department  
Hamilton College, M.A.

### Greek

Ernest L. Meritt, Principal of High School, Gloversville  
Wesleyan University, B.A.; Yale, M.A.  
George P. Bristol, Professor of Greek, Cornell University  
Hamilton, B.A., M.A. Graduate student in Johns Hopkins, Heidelberg, and Leipzig  
Horace L. Field, Examiner, State Education Department  
Cornell, B.A.; Columbia, M.A.

### Hebrew

Max Radin, Newtown High School, New York City  
College of the City of New York, B.A.; New York University, LL.B.; Columbia, Ph.D.

Charles P. Fagnani, Associate Professor of the Old Testament Languages and Literature, Union Theological Seminary College of the City of New York, B.A., B.S.; Columbia, LL.B.; Western Reserve, D.D.

Loring W. Batten, Professor of Old Testament Literature and Interpretation, General Theological Seminary Harvard, B.A.; University of Pennsylvania, Ph.D.; Hobart, S.T.D.

### German

Helen M. Knox, Head of German Department, Ithaca High School

Cornell, B. A., University of Berlin, special course

Herman C. G. Brandt, Professor of German, Hamilton College Hamilton, B.A., Ph.D.; Colgate, L.H.D.

William R. Price, State Inspector of Schools, Education Department

Cornell, B. A.; Columbia, Ph.D. Graduate student in Berlin and Paris

### French

Anna C. Blunt, Ph.M., Head of Modern Language Department, Schenectady High School

Educated at Universities of Michigan, Glasgow and Oxford

Charles A. Downer, Professor of Romance Languages, College of the City of New York

College of the City of New York, B.A.; Columbia University, Ph.D.

William R. Price, State Inspector of Schools, Education Department

Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

### Spanish

Earl S. Harrison, Instructor in Spanish, Commercial High School, Brooklyn

University of Toronto, B.A.

Clarence K. Moore, Professor of the Romance Languages, University of Rochester

Harvard, B.A., M.A., Ph.D.

Sara C. Knox, Examiner, State Education Department Cornell, M.A.

### Italian

Harry A. Potter, Department of German, Girls High School, Brooklyn

Harvard, B.A.; University of Leipzig, one year; University of Rome, one year; The Sorbonne, one year; University of Madrid, one year

Charles W. Cabeen, Professor of the Romance Languages,  
Syracuse University

Universities of Wisconsin, Harvard, Chicago, Grenoble (France). Holds  
degree of Doctuer de l'Université

Annie T. Keyser, State Education Department

Vassar, one year; Cornell, two years

### History and economics

Ernest E. Smith, Assistant in Biology, Boys High School,  
Brooklyn

Amherst, B.A.

Augustus S. Shearer, Assistant Professor in European His-  
tory, Hamilton College

Harvard, B.A., Ph.D.

Eugene W. Lyttle, State Inspector of Schools, Education  
Department

Hamilton, B.A., Ph.D.

### Mathematics

Arthur E. Newton, Teacher of Mathematics, Utica Free  
Academy.

Hamilton, M.A.

Herbert E. Hawkes, Professor of Mathematics, Columbia  
University

Yale, B.A., Ph.D.

Elmer E. Arnold, State Inspector of Schools, Education  
Department

Colgate, B.A.

### Physics

W. Smith Thomas, Central High School, Buffalo

Geneseo Normal School

Henry E. Lawrence, Professor of Physics, Rochester Uni-  
versity

Rochester, B.A.

Everett O'Neill, Senior Examiner in Science, State Education  
Department

Cornell, Ph.B.

### Chemistry

W. J. Hancock, Teacher of Chemistry, Erasmus Hall High  
School, Brooklyn

University of Maine, M.S.

Charles Baskerville, Professor of Chemistry, College of the  
City of New York

University of North Carolina, B.S., Ph.D.



Charles N. Cobb, State Inspector of Schools, Education  
Department  
Syracuse, B.A., M.A.

### **Biology**

William D. Funkhouser, Headmaster in Biology, High School,  
Ithaca  
Wabash College, B.A.

William D. Merrell, Assistant Professor of Biology, Univer-  
sity of Rochester  
Rochester, B.A.; University of Chicago, Ph.D.

Arthur G. Clement, State Inspector of Schools, Education  
Department  
Rochester, B.A.

### **Physical geography**

Daniel R. Campbell, Free Academy, Utica  
Hamilton, B.A., M.A.

Albert P. Brigham, Professor of Geology, Colgate University  
Harvard, M.A.

Charles N. Cobb, State Inspector of Schools, Education  
Department  
Syracuse, B.A., M.A.

### **Commercial subjects**

#### *Group 1<sup>a</sup>*

Frederick G. Nichols, West High School, Rochester  
F. P. Baltz, First Assistant in Commercial Department, East-  
ern District High School, Brooklyn  
New York University, LL.B.

W. E. Bartholomew, State Inspector of Schools, Education  
Department  
Westchester State Normal School, Westchester, Pa.

#### *Group 2<sup>b</sup>*

William E. Weafer, Principal of Commercial Department,  
Central High School, Buffalo  
Horace G. Healey, High School of Commerce, New York City  
Valparaiso College, B.S.

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<sup>a</sup> Group 1 Elementary bookkeeping and business practice, advanced book-  
keeping and office practice, commercial arithmetic, commercial  
law, history of commerce, and commercial geography.

<sup>b</sup> Group 2 Commercial English and correspondence, business writing, short-  
hand, 1 and 2, and typewriting.

W. E. Bartholomew, State Inspector of Schools, Education  
Department  
Westchester State Normal School, Westchester, Pa.

### Drawing

C. V. Kirby, Director of Art Instruction, Buffalo  
Union College and Art Students League, New York  
Frank von der Lancken, Superintendent, Department of  
Applied and Fine Arts, Mechanics Institute, Rochester  
Pratt Institute, Art Students League, Julian Academy of Paris and  
Academy Carboroni of Paris  
Royal Bailey Farnum, State Education Department  
Graduate, Massachusetts Normal Art School

### Music

Edwin S. Tracy, Morris High School, New York City  
Hollis E. Dann, Professor of Music, Cornell University  
Alfred, Mus. D.  
Julia E. Crane, State Normal School, Potsdam  
Graduate State Normal School, Potsdam

### *For college graduate professional certificate*

### Psychology, history of education, principles of education and methods of teaching

Jacob R. Street, Dean of Teachers College, Syracuse Uni-  
versity  
Victoria University, B.A.; Toronto University, M.A.; Clark University,  
Ph.D.  
Henry Suzzallo, Professor of the Philosophy of Education,  
Teachers College, Columbia University  
Leland Stanford Jr University, B.A.; Columbia University, M.A., Ph.D.  
Charles DeGarmo, Professor of the Science and Art of Edu-  
cation, Cornell University  
University of Halle, Ph.D.

### *Precademic*

### English, history and spelling

Erle L. Ackley, Superintendent of Schools, Johnstown  
Syracuse, Ph.B., Ph.M., Pd.B.  
John D. Wilson, Principal of Putnam School, Syracuse  
Randolph T. Congdon, State Inspector of Schools, Education  
Department  
Syracuse, M.A.

**Arithmetic and geography**

Seward S. Travis, Principal of High School, Greenport

William S. Maxson, Principal of School 20, Yonkers

Alfred, Ph.B.

Jeremiah M. Thompson, Principal State Normal School,  
Potsdam

Colgate, Ph.B.; State Normal College, Pd.D.

On motion, it was

*Voted*, That there be a standing committee of the board, to be appointed at each annual meeting, to be known as the Committee on Final Revision.

The following committee was appointed:

Assistant Commissioner Augustus S. Downing

Assistant Commissioner Charles F. Wheelock

Assistant Commissioner Thomas E. Finegan

Chief of the Examinations Division, H. H. Horner

Superintendent Charles E. Gorton

Rev. Edmund A. O'Connor

Superintendent Herbert S. Weet

Superintendent William H. Maxwell

On motion, it was

*Voted*, That a special committee, consisting of Superintendent Maxwell, President Rhees and President Finley, be appointed to report to the Commissioner of Education within the next three months, a plan for an educational museum, to be established in the Education Building connected with the State Education Department.

**NEW YORK STATE NORMAL COLLEGE**

It is gratifying to report the continued increase in efficiency and growth of the State Normal College. This institution has had a steady growth in numbers ever since its establishment as a college doing regular college work and granting the usual college degrees. This increase is particularly noticeable in the numbers entering for degree work as is shown by the following comparative statement covering the past four years:

	TOTAL REGISTRATION OF ENTERING STUDENTS	CANDIDATES FOR DEGREES	SPECIAL	INDUSTRIAL
1909.....	127	127	....	....
1910.....	227	129	9	89
1911.....	235	127	....	108
1912.....	287	163	57	66

This indicates the growing desire on the part of prospective teachers to fit themselves in the best possible manner for their future work. The decrease in the number of those entering for industrial work in 1912 is explained by the fact that the two-year course in household economics was discontinued with the beginning of this year, and the requirements for the three-year course which was established in its stead were increased over those of the two-year course. Eighteen students have registered for the new three-year course.

Those entering during these same years as candidates for degrees were distributed as follows:

	B.A.	B.S.	Pd.B.
1909.....	79	37	11
1910.....	67	52	10
1911.....	78	46	3
1912.....	86	69	9

It will be seen that the introduction of courses for the preparation of teachers of industrial subjects has not affected the number of those entering for regular degree work. This is also seen in the fact that while the total registration of students in the industrial courses has decreased this year owing to causes already stated, the registration of students in that department who are candidates for the degree of B.S., which requires four years of work, has increased more than 100 per cent. It is also noticeable that more men have reported for this work this year than ever before. With the present accommodation for industrial students and the demand for teachers in these subjects, this is gratifying rather than discouraging. It will be well if the college aim at thorough preparation and efficiency in teaching for its graduates in this department, as in all others, rather than at short courses which, while they may attract numbers, can prepare teachers only insufficiently at best. The time is not far distant when it will be advisable to extend all courses to four years and have all of them lead to degrees.

**Equipment in various departments.** Additions in material equipment have been made to the departments of chemistry, physics, biology and industrial work at a cost of about \$10,000. The removal of the State Education Department to its new building during the summer released for the use of the college several rooms which before were not available and the need of which was sorely felt. This has enabled the college to equip laboratories in chemistry and physics for both elementary and

advanced work. The biological laboratory has been provided with additional equipment, at an expense of about four hundred dollars. Four laboratories have been equipped in the department of physics. The college is now prepared to give laboratory courses equivalent to those given by colleges of the better grade in the East.

In the industrial department, besides the materials and supplies for the daily class work, additional machinery has been added to all departments and a new machine shop has been equipped for the men at a total expense of four thousand dollars. Arrangements have been made to have the foundry work of the students done in one of the commercial foundries of the city, thus affording practical experience along with the work of the school.

The psychological department remains unequipped with apparatus for experimental work and the need is very urgent. Modern teachers of psychology demand some training in the methods of psychological experimentation to round out the professional preparation in this subject and sufficient facilities for adequate practice in this line of work should be provided in this institution.

The library is inadequate both in space and in the number of books. Notwithstanding the magnificent collection of books available for use in the restored State Library the college should have a large number of reference works in its library for the daily use of its students. The equipping of a library suited to the needs of an institution such as the Normal College now is and is destined to become will make the question of properly housing an important one in the very near future. The college is already so crowded that further expansion of the library within the present building is not practicable. A library building or a building devoted to other purposes which would release space in the present building for library uses seems to be the only solution of the problem. It is greatly needed now. It will be an imperative necessity soon. No college can hope to maintain first rank among American institutions of learning which does not provide for its students the best library facilities which can be had, and the Normal College can not afford to fail here.

**Summer session.** For several years since the college was established there has been an insistent demand on the part of teachers throughout the State and many of the students, for a

session during the summer. There are many reasons why such a session should be provided for. The magnificent equipment which the State has furnished for this institution might well be in use during the summer months, thus ministering to hundreds of teachers who though they feel greatly the need for more extended preparation, can not for many reasons attend college during the school year. Students already in the college who remained during the summer sessions might finish their work for a degree in three years and thus become available to the State as teachers a year earlier than otherwise. Its greatest benefit, however, would come to those teachers now in actual service who could well give part of their summer vacation to work of this character. It would no doubt result in many of these continuing the work and entering the college as candidates for a degree. No field now unoccupied by the college would seem to offer the opportunities offered here. It is suggested that the grade of this work should be equal to that done during the year and that college credit should be given for courses completed.

**Name.** The State Normal College has always been somewhat embarrassed because of its development from a State normal school. The fact that it is a real college, preparing teachers for secondary schools, has not yet been fully apprehended. Even in the lists published by the United States Commissioner of Education, it is not classed with higher institutions. This is doubtless due to the difficulty of getting away from the traditions of its long and honorable career as a normal school. The question of changing the name of the institution to some title that would make the character of its work more evident is worthy of consideration.

**Salaries.** Again, the college has frequently been hampered in filling vacancies in its faculty because funds available for that purpose have not been sufficient to enable it to compete with other institutions. The State of New York can hardly justify itself for maintaining a college for the training of teachers that is of lower grade than the best, and while it has been remarkably successful in attracting to its faculty young men and women of superior merit, it can not expect to retain them unless it can pay them as well as other similar institutions. The State Normal College should be in a position to call the very best talent of the world to its chairs through a liberal appropriation for salaries.

**Board of trustees.** The following gentlemen continue to act in the capacity of trustees of the college: Commissioner Andrew

Sloan Draper LL.B. LL.D., chairman; Samuel B. Ward M. A. M.D. Ph.D., secretary and treasurer; Ledyard Cogswell M.A.; Thomas E. Finegan M.A. Pd.D. LL.D.; Hon. James B. McEwan B.A.

**Faculty 1912-13.** William J. Milne Ph.D. LL.D., president; Leonard A. Blue Ph.D., dean, history and principles of education; Albert N. Husted M.A. Ph.D., mathematics (deceased October 16, 1912); William V. Jones M.A. Ph.D., commerce (resigned October 1912); Mary A. McClelland, history and librarian; Samuel B. Belding, vocal music; Anna E. Pierce, elementary education; Margaret S. Mooney, English; Edith Bodley, secretary to the faculty; Leonard W. Richardson M.A. LL.D., Greek and Latin; Eunice A. Perrine B.A., fine arts; John M. Sayles B.A., principal of the practice school; Charlotte Loeb B.A. Pd.B., German; Clifford A. Woodard B.A. Pd.B., biological and earth science; Harry Birchenough B.A. Pd.B., mathematics; Winifred C. Decker M.A. Pd.B., German; Louise W. Clement B.A. Pd.B., English, and history; Barnard S. Bronson B.A., chemistry; David Hutchinson B.D. M.A., history; Adam A. Walker, government and economics; Anne L. Cushing Pd.B., Greek and history; Elizabeth F. Shaver B.A. Pd.B., biology; Adna W. Risley B.A., history; Richmond H. Kirtland Ph.M., English; Fannie A. Dunsford B.A., physical education; Harry B. Smith B.A., director of the industrial education department; Clinton B. Burke, wood and metal working; Cora A. Steele, domestic economy; Clara B. Springstead B.A. Pd.B., German and Latin; Clarence F. Hale M.S. Ph.D., physics; Arthur G. Ward M.A. Ph.D., French; William G. Kennedy Ph.B., chemistry; Kenneth S. Neal B.S., wood and metal working; Lola Morton B.S. Pd.B., domestic art; Florence D. Frear, domestic art; Ellen Huntington B.A. M.A., domestic economy; Eva Wilson, domestic science; George S. Painter M.A. Ph.D., philosophy and psychology; Herbert M. Douglass M.E., mathematics and drawing; John A. Mahar B.A. Pd.B., French and Latin; L. Antoinette Johnson B.A., Latin.

#### GRADUATES JUNE 18, 1912

##### *Graduates course*

##### **Bachelor of pedagogy**

Gilmore, Edith, B. A.....	Salem	Madden, Gratia Elizabeth, B. A....	Troy
Leight, Bettina E. B.S.....	Harvard		

*Collegiate courses***Bachelor of arts**

Anderson, Ethel Lynda, Pd.B....	Albany	Jones, Margaret.....	Sacket Harbor
Bennett, Marjory.....	Waterville	Kelly, Florence M.....	Utica
Boochever, Anna A.....	Albany	Knapp, Isabella Hogg.....	Albany
Brasch, M. E. Gertrude....	Poughkeepsie	Lawson, Helen Mildred, Pd.B.	Round Lake
Calkins, Ruth Helen.....	Bath	LeCompte, Adele .....	Albany
Cook, Harley Pinkham.....	Albany	Mageough, Helen P.....	Albany
Dabney, Howard Ball.....	Watervliet	Morse, Junia Leonora.....	Olean
Dee, Marguerite M.....	Newark	Reynolds, Helen A.....	Schenectady
Dolan, Julia K., Pd.B.....	Albany	Rice, Stanley Smith.....	Rensselaerville
Everingham, Ethel G.....	Delmar	Schermerhorn, Helen Esther....	Poland
Farnham, Lela Agnes.....	Cazenovia	Scully, Marion H.....	Schenectady
Flaherty, Helen F.....	Ravena	Tillapaugh, Neva E.....	Seward
Fox, Elizabeth Thompson.....	Troy	Williamson, Hessie Elizabeth..	Glens Falls
Jacobs, Ruth Isabel.....	Troy		

**Bachelor of science**

Beach, Leon Henry.....	Wolcott	Kerley, Anna Theresa.....	Ballston Spa
Brown, Anna Austin.....	Albany	MacDonald, C. Agnes.....	Clinton
Chase, Florence E.....	Albany	Willcox, Grace Isabella....	Verona Station
Fitzpatrick, Howard James....	Syracuse	Woolworth, Florence Miller..	Schenectady
Henderson, Chole Baker.....	Valley Falls		

**Certificate in household economics**

Adams, Elizabeth A.....	Coxsackie	MacHarg, May L.....	Albany
Bacon, Weltha Eleanora.....	Waterloo	McIntyre, Mary Isabelle.....	Rensselaer
Clements, Hilda.....	Liberty	Manning, Vera Iris.....	Albany
Clute, Anne Holland.....	Schenectady	Miller, Florence C.....	Herkimer
Cunningham, Florence Elizabeth.....	Hudson Falls	Morey, Anna H.....	Albany
Danaher, Elizabeth Steele.....	Albany	O'Brien, Irene F. A.....	Delmar
Elwood, Mary Louise.....	Fort Plain	Pratt, Ethel G.....	Albany
Ely, Olive Caroline.....	Albany	Robie, Madge Ernestine.....	Albany
Everson, Alta Caralyn.....	Fonda	Robie, Nina L.....	Eaton
Fisher, Elizabeth M.....	Watervliet	Rock, Elizabeth A.....	Utica
Folts, Jessie Lucinda.....	Herkimer	Sawyer, Genevieve L.....	Eaton
Flemming, Rita I.....	Jersey Shore, Pa.	Schlieper, Elizabeth L.....	Albany
Goldsmith, Fannie L.....	Albany	Smith, Edith Evelyn.....	Fayetteville
Hakes, Gertrude M.....	Hartford	Smith, Helen Camilla.....	Camillus
Hendrie, Emilie M.....	Albany	Sullivan, Mollie E.....	Albany
Henzel, Anna L.....	Albany	Vedder, Margaret Weir.....	Schenectady
Hoag, Eugenia Pansy.....	Windsor	Wallace, Clara B.....	Mohawk
Houbertz, Lillian.....	Fultonville	Webster, Cornelia M.....	Waterloo
Jordan, Carlotta B.....	Albany	Windsor, H. Bell.....	Windsor
Kennah, Mary E.....	Albany	Wood, Frances M.....	Kingston
Lanahan, Anna-Marie.....	Albany	Wood, Iva.....	Herkimer
Leicht, Bettina E., B.S.....	Harvard	Worms, Harriet Cecilia .....	Tarrytown
Levens, Edna Ruth.....	Albany	Wyman, Lucille E.....	Granville
Lynch, Mary Lourdes.....	Albany	Zincke, Anna Louise.....	Troy

**Certificate in industrial education**

Beach, Leon Henry.....	Wolcott	Van Denburgh, James R.....	Schenectady
Fisk, Karmel H.....	Cincinnati		



### III HIGHER EDUCATION

PREPARED BY

AUGUSTUS S. DOWNING

*First Assistant Commissioner of Education*

The Education Law of the State defines higher education as follows: "The term 'higher education' means education in advance of secondary education and includes the work of colleges, universities, professional and technical schools, and educational work connected with libraries, museums, university and educational extension courses and similar agencies." It is the function of this report to deal primarily with the higher educational institutions of this State, their interests and their progress, and, secondarily, with the progress of higher education in other states and countries. It is likewise within the province of the report to bring together the salient facts relative to the subject as they may be found in the reports of conferences and associations which lend themselves to the advancement of universities, colleges, professional schools, technical schools, and other agencies for the promotion of higher education.

I wish to express to the ministries of education in other countries and to the executive officers of institutions of learning throughout the world full appreciation of their cordial cooperation in replacing reports and publications that were destroyed by the disastrous fire in our State Capitol on March 29, 1911.

#### NATIONAL ASSOCIATIONS OF HIGHER INSTITUTIONS

**The National Association of State Universities.** The sixteenth meeting of the National Association of State Universities was held at Minneapolis October 19-20, 1911. Volume 9, "Transactions and Proceedings of the Association," contains a record of this meeting. The president, W. O. Thompson of Ohio State University, in his inaugural address discussed the economic basis of education. The question of "Central Boards of Control of Higher Educational Institutions" was presented by Charles R. Van Hise, president of the University of Wisconsin, and was formally discussed by Chancellor Frank Strong of the University of Kansas. President Albert R. Hill of the University of Missouri read a paper on "Departmental Organization." The discussion was opened by President Brown

Ayres of the University of Tennessee. A subject of peculiar interest to educators in New York State was that of "Reconstructive Suggestions in Regard to the Curriculum of Secondary Schools" as presented by Edward McQueen Gray, president of the University of New Mexico. President Gray explained that aside from the past two years all his experience in formal education had been wholly European. President Falconer of the University of Toronto, closed the discussion. It may be assumed, therefore, that we in New York may by reading this paper and the discussions which followed obtain a fairly clear conception of how our system of examinations which lead to certificates of admission to colleges and professional schools is esteemed by others. The qualifications, amplified at some length, which were regarded as essential to the success of any system of examinations connected with formal education, were summed up as follows: A system of public examinations to be successful should be: (1) general, not local; (2) instituted by a competent authority; (3) conducted by a fully qualified examining body; (4) framed so as to elicit evidence of knowledge, not to convict of ignorance; (5) designed to recognize merit and reward it; (6) of such a character as to confer a generally acknowledged value on the certificate. A more concise characterization of New York's system of State examinations could hardly be formulated.

President William L. Bryan of Indiana University presented the subject of "Economy in University Administration." Dr Kendrick C. Babcock of the United States Bureau of Education and specialist in higher education, read a paper upon the "Relations of the State University to the Colleges of the State." In the discussion of the standardization of degrees, Doctor Babcock says: "Nearly all colleges have been created under the authority of the state in which they exist. Their graduates go into a common market. The state should concern itself therefore with three things related to these colleges: They should contribute to and not undermine the education of the state; they should describe and maintain the definite standards, whether moral, religious, or industrial, which give them a reason for being; and their education should be what it professes to be, so that the time and money of no student or citizen of the state shall be obtained under false pretense or through misrepresentation. The law of the State of New York should be a model for other states in reforming their control of educational institutions within their boundaries." "Entrance Requirements for State Universities" by President Robert Judson Aley of the University of Maine, and

"National Aid to Popular Education" by President Edmund J. James of the University of Illinois, were the concluding topics of this meeting.

**The Association of American Universities.** The meeting of the Association of American Universities was held in Chicago, October 26-27, 1911. The organization of this association is somewhat unique in that the offices are held by universities rather than by men. For example, for the year 1911-12 Leland Stanford Junior University held the presidency, Clark University the vice presidency, and Harvard University the secretaryship. The last named office is held by the same university for five years. The other offices change from year to year. At the first session of the 1911 meeting, Illinois University, through Mr Greene, presented a paper on "Departmental Administration in American Universities." The need for the serious consideration of this topic may be found in the following excerpt from Mr Greene's paper which shows that the problem of departmental administration involves careful supervision of the instruction and business acumen in selecting the material equipment of the department:

Notwithstanding the serious efforts which have been made to advance the standards even for junior teaching appointments, it remains true that a large proportion of our younger instructors are of such a character as to require careful supervision on the part of one or more of the more experienced members of the department if the work is to be kept reasonably efficient. This, of course, involves an administrative burden not imposed upon the American college professor of fifty years ago or upon the German university professor of today. . . . In addition to the increase in the personnel, there is another factor which must be taken into account if we are to understand the new problem of departmental organization. This is the large amount of material equipment now thought necessary for the best college and university instruction. Many high schools throughout the country have today a material equipment in laboratories, maps, various kinds of illustrative material, and even books, exceeding that of the average college of fifty years ago. If this larger material equipment is to be judiciously increased and conserved, there must be somewhere in every large department a man of good business sense.

At the second session, Chicago University through President Judson presented a paper entitled, "How can the teaching time of professors be most advantageously distributed between college work, both elementary and advanced, and graduate work?" The discussion of this topic clearly shows that differentiation is going on in universities between what may be termed junior college work and senior college work, on the one hand, and graduate work on the other. Graduate work involves two problems: exploiting of the

present sum total of human knowledge and research work for the purpose of adding to the sum total. The besetting danger of our universities is the driving of men who are ably equipped and whose tastes are for research work out of the laboratory into the lecture room. The cause is apparent, namely, an ever increasing student body out of proportion to the increase of endowment. However apparent the cause, the effect is none the less serious since the university loses the fruits of the labor of a research worker and the student receives instruction oftentimes from a man who has no liking for teaching and who is ill adapted to it. At the third session, President Lowell, on behalf of Harvard University, presented a paper on the "Disadvantages of the current American practice of conferring degrees (with the exception of the Ph.D.) on the accumulation of credits in individual courses rather than as the result of comprehensive examinations upon broad subjects." He said in part:

The American college education was formerly based upon a fixed curriculum comprising the studies deemed essential to liberal culture and to preparation for citizenship. . . . The European system arose in a different way, and has evolved a different form. The principle is that of a general examination, written or oral, and with or without a thesis, on the whole field of study, held at the time when a man comes up for his degree. . . . The two methods are quite different in their nature and their results. The American is an attempt by the instructor in a single course, occupying only a fraction of the time for not more than a year, to ascertain how much the student has derived from the particular course at the moment it comes to an end; the European is an attempt to measure the student's knowledge and grasp of a whole subject at the close of several years of study; an attempt, of course, not always successful. . . . The defects of the American system are most manifest, at least to us who suffer therefrom. One of them is that the student is not obliged to retain what he learns for more than a very short time. As soon as he has passed the final examination in a course he may forget the substance of it so far as his college work is concerned, and very often he does so with a light heart. . . . It would be worth while to inquire how far general examinations like those used for the same purpose in Europe would be a benefit to our professional schools. These schools are, as a rule, much more efficient than our colleges. The spirit of hard work is more prevalent among the students, and there is less need of the stimulus to serious effort that a final general examination would in time arouse. . . . We (Harvard medical schools) have decided to establish two general examinations, one half-way through the school, on the laboratory courses, and the other at the end of the four years, on the clinical subjects.

President Lowell failed to make the distinction between the distinct types of degrees, namely, the "pass degrees" and the "honor degrees," which are based on wholly different methods of procedure.

The former are conferred as the result of examinations without the requirement of regular attendance upon the lectures and after the completion of courses of study aggregating a comparatively small number of hours. The latter are conferred as the result of the completion of full courses aggregating a large number of hours, the passing of frequent examinations during the progress of each individual course and the passing of a general examination covering the entire field of knowledge required for the degree. The determination of the value of degrees presented by applicants for recognition of educational qualifications for admission to the professional examinations has for many years been an important function of this Department in administering the professional laws of the State, and one which has brought recognition of the value of the estimate which this Department places upon different degrees in different American colleges and universities and on the degrees of European universities. Again, in pronouncing the professional schools to be as a rule more efficient than our colleges and attributing the cause for this, President Lowell has overlooked the real cause, namely, the statutory requirements for admission to the professions. The laws governing professional practice are ever a controlling factor in the efficiency of professional schools.

#### THE CARNEGIE FOUNDATION FOR THE PROMOTION OF TEACHING

The sixth annual report of the president and of the treasurer of the Carnegie Foundation for the Promotion of Teaching, issued October 11, 1911, is as it was last year, divided into three parts. Part 1 is devoted to the business of the year; part 2, educational progress and tendencies from a national point of view; part 3, *de mortuis* and the treasurer's report. The dominant thought of the report is the pension system, which is the primary function of the foundation; all else is secondary. That the problem which the foundation has set itself to solve is as yet not satisfactorily solved is apparent from the following: "The question as to what form of pension system is wisest and most just, and what effect the establishment of a pension system will have upon the professional and moral qualities of teachers, what effect the establishment of such a pension system will have upon the college itself, still remains to be answered." But that there is confident hope for the ultimate satisfactory solution of the problem is forecast in the following: "The experience of the Carnegie Foundation, short as it is, carries a strong

argument in favor of the betterment of the work of the teacher in the college which comes from a knowledge that his old age is protected."

Part 2 includes the following themes:

- Education and the nation
- Types of state systems of education
- Variation in the organization of state systems
- Variation in efficiency among state systems
- Recent educational legislation
- Progress toward a better adjustment between the college and the secondary school
- The noteworthy educational progress of the South
- The relations of secondary school, college and university
- The increase in the number and in the attendance of higher institutions during the last decade
- Increase in the number of students as related to educational progress
- Professional education
  - Medicine
  - Engineering
  - Law
  - Theology
- Progress in religious education
- The rise of the graduate school
- Progress of the state universities toward educational and political freedom
- The development of an effective board of government
- The influence of organized alumni on American colleges
- A right system of schools for an American commonwealth
- The problem of education of supreme significance to a modern state

## EDUCATIONAL LEGISLATION RELATING TO HIGHER EDUCATION

So far as the new statutes of the states are available at this date, the following brief synopsis shows the progress in enacting laws for the promotion of higher education.

*Alabama* (H.B. 205, p. 122) enacted a new dental law requiring graduation from a dental school prior to examination.

*Florida* (ch. 6192) reenacted the dental law, created a new state board of examiners, prescribed the qualifications and provided for the examination of applicants desiring to practise dentistry.

*Idaho* (ch. 26) created an "agricultural college fund" from the sale of United States land grants and appropriated such fund solely to the support of the agricultural college in the University of Idaho; (ch. 186) created a state board of examination and registration of graduate nurses.

*Illinois* (S.B. 465, p. 63) created a commission to procure plans, specifications and a proper site for a state education building for the adequate housing of all property pertaining to the history, science, literature, education and patriotism of the state and to report thereon to the next general assembly of the state; (S.B. 259, p. 329) established the Illinois Miners and Mechanics Institute, under the administration of the University of Illinois, to promote the technical efficiency of workers in mines and other industrial plants by means of bulletins, traveling libraries, lectures, correspondence work, classes for systematic instruction and meetings for discussion of papers; (S.B. 235, p. 380) amended medical law of 1899 by adding section 2a, admitting to the licensing examination an applicant who has passed the examination in an approved college but has not yet received its diploma.

*Indiana* (ch. 8) established the Robert W. Long Hospital of Indiana University in connection with the Indiana University Medical School; (ch. 102) amended the veterinary law of 1905 by requiring an examination in all cases prior to beginning the practice of veterinary medicine.

*Maine* (ch. 31) amended chapter 17, Revised Laws 1903, by requiring applicants for admission to medical schools to present a diploma from a four-year high school, or the equivalent, and by adding the subjects bacteriology, sanitation and chemistry to the licensing examination.

*Massachusetts* (ch. 536) changed the name of the International Y.M.C.A. Training School of Springfield to International Y.M.C.A. College; (ch. 62) authorized the trustees of the Lowell Textile School to grant the degree of bachelor of textile engineering and bachelor of textile dyeing to pupils of the four-year day course; (ch. 84) changed the name of Wheaton Female Seminary to Wheaton College and authorized the corporation to grant the B.A. and M.A. degrees and such other honorary degrees as may be granted by any college in the commonwealth — this act to take effect when the state board of education certifies that college organization has been effected; (ch. 700) regulated the practice of optometry by the appointment of a board of registration, stated the qualifications and provided for the examination of applicants desiring to practise optometry.

*Michigan* (ch. 231) provided for the incorporation of colleges, established minimum property qualifications as \$100,000, and placed all college corporations under the inspection of the superintendent of public instruction.

*Nevada* (ch. 195) exempted graduates of chartered schools of what is known as the "drugless system" from examinations in materia medica and therapeutics.

*New Hampshire* (ch. 167) regulated the practice of optometry by the appointment of a board of registration and provided for the examination of applicants desiring to practise optometry.

*New Jersey* (ch. 315) forbade the conferring of any degree not submitted to and approved by the state board of education (does not apply to any institution established within the state for twenty-five years prior to this act); (ch. 336) provided for the higher education of the blind at the expense of the state; (ch. 152) amended medical law of 1894 by requiring the registration of the school and submission of academic requirements to the commissioner of education; (ch. 354) reenacted the nurse training law of 1903, which prescribes the qualifications and provides for the examination of applicants desiring to practise nursing.

*New Mexico*, admitted to statehood August 21, 1911. Through the enabling act, approved June 20, 1910, and article 12 of the new constitution, ratified by the people January 21, 1911, it provides a comprehensive and uniform system of public education, creates a permanent school fund, a state board of education, compulsory education and the training of teachers; enumerates all the state educational institutions and provides for their control by nonpartisan boards of regents appointed by the governor.

*New York* (ch. 253) amended the Consolidated Laws, chapter 30, section 88, by requiring six months' residence in the department of the appellate division of the Supreme Court which shall admit an applicant to the bar, giving such division power to decide upon his "character and general fitness" and adding "professional misconduct" to the causes of suspension or removal from practice; (ch. 109) reenacted chapter 45, article 13 of the Consolidated Laws by transferring the licensing of chiropodists from the New York Podic Society to the Regents of the University on recommendation of the State Board of Medical Examiners; (ch. 171) amended chapter 45, article 9, section 191 of the Consolidated Laws by prescribing in the by-laws of the State Dental Society restrictions as to the number of permanent members and authorizing the election of honorary members; (ch. 147) exempted surgeon dentists from jury duty in counties of over 300,000 population; (ch. 141) amended chapter 45, section 166, subdivision 5, by forbidding conditional matriculation in medical schools to any student deficient in the preliminary educational requirements; (ch. 303) extended the



corporate existence of the "World's Dispensary Medical Association" for twenty-five years and authorized it to hold real and personal property for the purpose of furnishing free medical treatment and hospital accommodation to worthy indigent persons; (ch. 178) amended chapter 45, article 10, section 219, as to the imperfect registration of veterinarians and required the record of all licenses to be kept in the Regents office; (ch. 319) established the New York State School of Agriculture on Long Island; (ch. 305) incorporated the National Academy Association to develop and encourage the study of fine arts.

*North Carolina* (ch. 105) provided for a new agricultural building at the North Carolina College of Agriculture and Mechanic Arts.

*North Dakota* (ch. 189) regulated the practice of medicine and surgery, established higher academic and professional requirements and prescribed the subjects of examination; (ch. 202) raised the professional requirements in pharmacy and prescribed for all approved pharmacy schools a full two-year course of instruction of not less than 600 hours of lectures and recitations and 200 hours of laboratory work of not less than two terms in separate academic years of not less than 32 weeks of 5 days each.

*Oklahoma* (ch. 20) regulated the practice of optometry and created a state board of examiners, prescribing the qualifications and providing for the examination of applicants to practise optometry.

*Rhode Island* (ch. 805) regulated the practice of nursing and created a state board of examiners prescribing the qualifications and providing for the examination of applicants desiring to practise nursing; (ch. 839) established at Brown University postgraduate courses in education to prepare students for positions as superintendents of public schools, high school teachers and principals.

*Tennessee* (ch. 23) regulated the practice of nursing and created a state board of examiners of nurses prescribing the qualifications and providing for the examination of applicants desiring to practise nursing.

*Utah* (ch. 16) established a new board of veterinary examiners and required graduation from a veterinary medical school and examination of all applicants desiring to practise veterinary medicine; (ch. 93) established a new state board of medical examiners and raised the minimum amount of work required of approved medical schools from 2286 hours to 3500 hours.

*Vermont* (ch. 219) regulated the practice of nursing, created a board of registration, prescribed the qualifications and provided for the examination of applicants desiring to practise nursing;

(ch. 214) repealed section 5402 of the public statutes relating to temporary pharmacy licenses.

*Washington* (ch. 48) amended the laws of 1909, page 534, section 4, by repealing the academic qualifications for the admission of attorneys; (ch. 346) regulated the practice of nursing, prescribed the qualifications of applicants desiring to practise nursing and provided for their examination by the state board of health.

#### UNIVERSITY CONVOCATION

As reported last year, the convocation which would naturally have been held in the autumn of 1911 was deferred until the new Education Building should be ready for dedication. At the meeting of the Board of Regents held May 2, 1912, the plans for the dedication exercises were matured and the definite date of the Convocation determined as follows:

1 That a brochure illustrating both exterior and interior views of the building and some of the unique treasures in the custody of the Board of Regents, and setting forth the organization and activities of the various divisions of the Education Department, be prepared for distribution as a souvenir of the occasion.

2 That formal invitations to educational institutions and leaders in other states and countries be issued, requesting attendance in person or by representatives, and that every practical attention be extended to all advising us of the acceptance of the invitation.

3 That the morning of Tuesday, October 15th, be devoted to registration and greetings.

4 That the first formal session be held at 3 p. m. Tuesday, October 15th, and that it be devoted to the interests of libraries and museums.

5 That the second session be held at 8.15 Tuesday evening, October 15th, and be devoted to the interests of public elementary and secondary schools.

6 That the third session be held at 10 a. m. Wednesday, October 16th, and be in the interests of educational extension and private schools.

7 That the fourth session be held at 3 p. m. Wednesday, October 16th, and be devoted to the interests of universities and professional schools.

8 That Wednesday evening, October 16th, be devoted to a reception, possibly to be preceded by a dinner, or several dinners, to invited guests, or other expressions of the social spirit.

9 That the fifth session be at 10 a. m. Thursday, October 17th, and be for the presentation of delegates and the reception of congratulatory addresses.

10 That the sixth and final session be at 3 p. m. Thursday, October 17th, and be occupied by the dedicatory address, to be followed by brief addresses by the Governor and the former Governors of the State so far as their presence can be secured.

11 That the Commissioner of Education arrange with eminent educationists to make the addresses contemplated by this program.

12 That the building be suitably decorated and that appropriate music be arranged for the social evening and the dedicatory exercises.

13 That a full report of all the exercises be published in an attractive form.

The Commissioner of Education was charged with carrying out the foregoing program and with the issuance of invitations for the dedication of the Education Building. He was further empowered to extend invitations to appropriate speakers for the occasion. In fulfilment of this, the following program was arranged:

### Tuesday, October 15th

10 a. m.

Informal gathering in Library reading room (No. 228) for registration and greetings

#### *First Session*

3 p. m.

#### LIBRARIES AND MUSEUMS

Invocation, Rev. WILLIAM HERMAN HOPKINS D.D.

*Pastor First Presbyterian Church, Albany, N. Y.*

Opening remarks by Hon. WHITELAW REID

*Ambassador to Great Britain and Chancellor of the University of the State of New York*

Address: "The Library and Educational and Social Service," Dr JOHN CHRISTOPHER SCHWAB

*Librarian of Yale University*

Address: "The State Museum and State Progress," Prof. HENRY FAIRFIELD OSBORN

*President of the American Museum of Natural History*

#### *Second Session*

8.15 p. m.

#### ELEMENTARY AND SECONDARY SCHOOLS

Address: "The Development of Elementary Education in the State of New York," Dr WILLIAM H. MAXWELL

*Superintendent of Schools, New York City*

Address: "The Evolution of the Public High Schools," WILLIAM J. S. BRYAN

*Assistant Superintendent of Instruction in charge of high schools, St Louis, Mo.*

### Wednesday, October 16th

#### *Third Session*

10 a. m.

#### EDUCATIONAL EXTENSION AND PRIVATE SCHOOLS

Address: "Carrying Knowledge to the People," Dr CHARLES RICHARD VAN HISE

*President, University of Wisconsin*

Address: "The Private Schools: Their Place in American Life,"

Dr WILLIAM STARR MYERS

*Assistant Professor of History and Politics, Princeton University*

*Fourth Session*

3 p. m.

UNIVERSITIES AND PROFESSIONAL SCHOOLS

Address: "The Aim of the Modern University," Dr NICHOLAS

MURRAY BUTLER

*President, Columbia University*

Address: "Preparation for the Professions," Dr HENRY S.

PRITCHETT

*President, Carnegie Foundation, New York City*

Address: "The Value of Historical Studies to the Higher Learning,"

Cannon H. HENSLEY HENSON

*Westminster Abbey, London, England*

RECEPTION

8 p. m.

Thursday, October 17th

*Fifth Session*

10 a. m.

PRESENTATION OF DELEGATES

Formal presentation and reception of delegates, who will respond briefly in behalf of each institution represented.

*Sixth Session*

3 p. m.

DEDICATORY EXERCISES

Overture, "Pique Dame".....*Suppe*

Invocation, Rt Rev. WILLIAM CROSWELL DOANE

*Episcopal Bishop of Albany*

Remarks by Chancellor WHITELOW REID

Presentation of the building to the Board of Regents by Governor

JOHN ALDEN DIX, on behalf of the State

Acceptance of the building on behalf of the Board of Regents, by

Vice Chancellor ST CLAIR MCKELWAY

"Woodland Whispers".....*Von Blon*

Dedicatory address by Dr ANDREW S. DRAPER, Commissioner of Education

Congratulatory addresses by former Governors BENJAMIN B. ODELL, jr, and HORACE WHITE

Benediction, Rt Rev. THOMAS M. A. BURKE

*Roman Catholic Bishop of Albany*

March, "National Emblem".....*Bagley*

A complete report of all the exercises has been published by the Department.

#### ASSOCIATION OF COLLEGES IN THE STATE OF NEW YORK

A meeting of the Association of Colleges in the State of New York was held at the Education Building October 16, 1912. The First Assistant Commissioner of Education was made temporary chairman and secretary of the meeting. At this meeting the provisions of the State scholarship bill were informally discussed. This bill, entitled "An act to amend the Education Law relative to the establishment of scholarships for the aid of students in colleges," has twice passed the Legislature and twice been vetoed by Governor Dix. One point brought out in the discussion was the fact that students in approved high schools in the State can secure a college entrance diploma upon presenting credentials from the College Entrance Board of the Middle States and Maryland showing that they have passed the board's examinations in the subjects specified for the college entrance diploma. This discussion led to the following resolution: "That members of the association shall be provided with copies of the proposed scholarship bill to be introduced this winter, and that a meeting be called for the sole purpose of discussing the provisions of this bill."

At this meeting appointments were made to fill vacancies on the committee on selection for Rhodes scholars, as follows:

Elmer Ellsworth Brown LL.D., chancellor of New York University, for a term of two years, in place of President Stryker; and Rev. Augustine A. Miller, president of Canisius College, for three years, in place of Rev. Daniel J. Quinn.

#### RHODES SCHOLARSHIPS

Inasmuch as a Rhodes scholar is to be appointed for 1913 an examination was held Tuesday, October 15 and Wednesday, October 16, 1912. In June announcements were sent to all the colleges of the State giving full information concerning the conditions under which appointments are made. The examinations were held in New York City at Columbia University, in Albany in the

State Education Building, in Ithaca at Cornell University, and in Rochester at Rochester University, according to the following program:

<i>October 15th</i>	<i>October 16th</i>
10 a. m. to 12 noon	10 a. m. to 12 noon
Translation from Latin into English	Translation from Greek into English
	2 p. m. to 3 p. m.
2 p. m. to 4 p. m.	Latin grammar
Latin prose	3 10 p. m. to 4.10 p. m.
	Greek grammar
5 p. m. to 7 p. m.	5 p. m. to 7 p. m.
Arithmetic	Algebra or geometry

The names of the candidates and the colleges represented are as follows: Columbia University, Horatio Tragitt and Archie A. Coates; New York University, Samuel A. Goldsmith; Cornell University, William Franklin Edgerton and Samuel Louis Ross; Union University, Robert Livingston Duane, Barlow Tingley and Van Rensselaer Tremper; Syracuse University, Wendell W. Walton; University of Rochester, Edward Dana Caulkins; Hobart College, James Oliver Hart; Princeton University, Wilburt Cornell Davison.

As soon as the Oxford Delegacy of Local Examinations reports the result of these qualifying examinations the committee on selections will meet and appoint the scholar and an alternate. New York will be entitled to a scholarship in 1914 and an examination will be held in the autumn of 1913. The date is not yet determined.

The men who have thus far represented the colleges of this State have made records highly creditable to the institutions which they have represented. This is largely due, I am sure, to the method of choosing the committee on selection and to the painstaking procedure in making the appointment. The appointees are chosen with strict regard to carrying out the expressed wishes of Mr Cecil Rhodes and without reference to any consideration save superior fitness for the appointment. It is a matter of some surprise that the advantages presented by three years' study at Oxford, with ample provision for the entire expense, have not aroused greater competition for the scholarship.

The following excerpt from the Utica Herald-Despatch (evidently prepared by one thoroughly conversant with this subject) affords some statistical information concerning Rhodes scholars:

In the last academic year there were in residence at the 20 colleges of Oxford University a total of 176 scholars on the bounty of Cecil Rhodes. Of these 89 came from the United States, 77 from British colonies and 10 from Germany. When we reflect that these students are on a permanent foundation and that for all time to come there will every year be a like number there, the far-reaching influence of Rhodes's bequest becomes at least partially apparent.

American students rank well in scholarship as well as in numbers. One is among the three taking the B. Litt. degree, one of the two taking B. Sc., and two of the four taking B. C. L. In the final honor schools one of the two in the first class in jurisprudence was from West Virginia, and in the second class two of the three in litterae humaniores were from New York and New Jersey, three of the five in jurisprudence were from this country, as were five of the eight in modern history, and both of the two in English literature, these last being from Texas and Oklahoma. In the third class all three in natural science (physics, engineering and chemistry) were Americans, with one of the three in jurisprudence and one each in English literature and theology. Of the 16 who were admitted during the year to read for advanced degrees, nine were Americans. There is a fine suggestion in the circumstances of an Oklahoman winning honors at Oxford in English literature and a Coloradoan securing a diploma "with distinction" in economics, and men from Vermont and Oregon taking honors respectively in chemistry and engineering and two from Arkansas and New Mexico in jurisprudence. Nor is the after disposition of the Rhodes scholars less noteworthy. Of the 246 who left Oxford in the five years 1906-10, there were 84 who engaged in educational work, 66 turned to the law, 19 took up religious work, 13 (all Germans) entered the civil service, 11 practised medicine, 9 engaged in scientific work, 8 engaged in "business," 5 in journalism, 5 in mining and engineering, 3 in agriculture, 3 in the German and 2 in the American diplomatic service, 2 in the Indian civil service and 2 in forestry, and 1 each in the British consular service, the colonial service, the army and secretarial work, while the fate of 10 is not recorded.

It is my hope another year to have reports from some who have held the scholarships as to their experiences at Oxford and as to the benefits which accrue to American students through enjoyment of the beneficence of Mr Rhodes.

#### STATISTICS OF HIGHER INSTITUTIONS

Each year as we come to collect the data naturally expected under this caption, we are confronted with the apparent indifference of higher institutions to the value of promptly forwarding to the Department the annual report for which blanks are furnished early in June. The progress which these institutions make from year to year in material equipment, as shown by the amount of money expended therefor and the aggregate amount of gifts and bequests,

affords one means of gaging the increase of confidence which the general public manifests in the value of higher education. Moreover, it affords a means of comparison of the growth in wealth of endowment and of increasing facilities for instruction between these institutions in New York and like institutions in other states and countries. In addition to this, it enables us to tabulate data which will be available for reports at longer intervals, by decades or by quarter centuries. A readjustment of the collection and tabulation of educational statistics is a task which this Department might well undertake in regard to the educational institutions of this State and which the United States Bureau of Education should assume for the institutions of the United States.

I commend this question to the consideration of the executive officers of all higher educational institutions of the State and solicit their cooperation. We will welcome suggestions from them as to the character of the statistics that will be most valuable and the form in which they should be reported.

As has been the custom for several years past, comparison is made between the higher institutions of Germany and those of New York.

The *Deutscher Universitätskalender* for the winter semester 1912-13 publishes an interesting statistical table of the matriculates of the German universities for the summer semester of 1912 and gives in tabular form the numbers in attendance from the German Empire, from other countries of Europe and from the other continents of the world — America, Asia, Africa and Australia. The population of the twenty-six states of the German Empire, as shown by the census of 1910, was 64,903,423. The twenty-one universities matriculated 54,660 students from the German Empire, 4366 from other European countries, 272 from America, 186 from Asia, Africa and Australia; a total of 59,484. The winter semester 1908-9 gave 44,640 from the German Empire, 3552 from other European countries, 333 from America, 192 from Asia, Africa and Australia; a total of 48,717. Thus the corresponding matriculates for 1912 shows in four years a gain of 10,020 from the German Empire and 814 from the other European countries; and a loss of 147 from America and 6 from Asia, Africa and Australia. The percentage of students from the German Empire in 1912 to the whole number in the German universities is approximately 92. There were approximately 84 students from the German realm for every 100,000 in the population. The number of women matriculates in 1908-9 was 1077; in the summer semester of 1912 was 2966, namely, theology 11, law 70, medicine 652, philosophy 2233.



The population of New York State in 1910 was 9,113,614, hence, the percentage of the population in New York to the German Empire is 14, based upon the censuses of 1910. The number of students in the higher institutions in New York State (corresponding as closely to the matriculates of the German universities as the differences in school systems and reports permit) for the school year 1912 are 37,257, or 62.6 per cent of the number in the German universities. In 1909-10 there were 33,792 students in the higher institutions of New York State, an increase of 3465 students. The number of students, residents of the State of New York, in attendance on the higher institutions of the State is not compiled for the current year. If the percentage (92), as shown by the German tables, is approximately accurate for New York, then the number of New York State students in attendance on New York State higher institutions is about 34,276 and there were approximately 376 students from New York State for every 100,000 persons in the population of the State.

The number of women matriculates, New York State, in 1908-9 was 12,272, eleven times those of all Germany; in 1911-12 it was 12,611, four times those of all Germany; of the 12,611 women matriculated in New York State in 1911-12, there were 26 in theology, 71 in law, 108 in medicine, 41 in dentistry, 45 in pharmacy, 7568 in arts, sciences and education.

The reports received from higher institutions in the State for the current school year afford many items of interest. Among these may be mentioned the inaugural of Chancellor Elmer Ellsworth Brown of New York University, Hamilton College centenary, and the \$8,000,000 building of New York University and Bellevue Hospital Medical College.

Hamilton College was born of the zeal of Samuel Kirkland, missionary to the Oneida Indians through the latter half of the eighteenth century. His influence drew many of this Iroquois tribe to the colonial cause and had enough to do with the memorable and saving blow struck in the battle of Oriskany, August 6, 1777, and with the relief of Fort Stanwix to win the regard of Washington and of Alexander Hamilton. The latter greatly encouraged Kirkland's project of a school for the sons of the whites and the Indians, becoming first trustee of the Hamilton Oneida Academy, chartered by the Regents January 29, 1793. The college was chartered May 26, 1812. It stands at the very center of New York, in the county of Oneida, town of Kirkland, one mile from the village of Clinton.

Senator Elihu Root, one of the trustees of Hamilton College, at the centenary celebration presented a paper which was read by President Stryker in Mr Root's absence. The following quotation characterizes the spirit of Hamilton College:

With all that the great university gains, it continually loses something with its growth, and this is what it loses—the personal touch and development of character. It is something that only the small college can do, and only the small college with the right spirit. Hamilton does it because the spirit of the founding in the wilderness persists. She has held the old faith. . . . The richest possessions of the institution are the multitude of lives, past and present, that would never have been educated if the college had not been here. . . . The great thing to be said, as we review the century, is that the college always has been in its essential character the same institution which drew its life, in the wilderness, from the struggles and sacrifices of Kirkland—always inspired by the same spirit, faithful to the same cause, and working out the same beneficent purpose.

Columbia extended courses in night school work and for the year 1911–12 the administrative board announced one hundred fifty courses conducted by a staff of more than one hundred teachers with the more popular courses given in Brooklyn and Newark also.

Vassar broke ground for a \$150,000 dormitory, the money for which was donated by Mrs Russell Sage. The building was contracted for occupancy in September 1912. When this hall, accommodating 120 students, is finished it is hoped the college will be able to house all the students on its campus.

The opening of the new Carnegie building at the University of Rochester at the beginning of the last school year gave that institution greatly increased facilities for the pursuit of applied sciences. The University of Rochester, in affording abundant opportunity for modern scientific training, did not depart from its traditional culture policy. It fully recognized, however, that modern conditions demand that young men be trained in the modern engineering arts. The university has grown with the advance in applied science and the new science building is an evidence of the intention to keep pace with the times.

The Rensselaer Polytechnic Institute illustrates the fourth class of higher educational institutions whose material development of the year may be given in this connection. Between the athletic field and Avenue B and west of Fifteenth street is now being constructed the new \$150,000 gymnasium, the gift of the class of 1887.

The sums spent for new buildings were: Alfred, \$4228; Auburn Theological Seminary, \$12,159; Brooklyn, \$5271; Canisius, \$94,578;

Columbia, \$489,670; Cornell, \$291,041; Elmira, \$31,843; Fordham, \$52,443; Institute of Musical Art, \$3551; Mackenzie College, \$4610; Nanking University, \$76,021; New York Homeopathic Medical College, \$8629; New York Post-Graduate Medical School and Hospital, \$135,862 (including extraordinary repairs); New York University, \$13,439; Rensselaer Polytechnic Institute, \$111,903; Robert College, \$172,119; Saint Bonaventure's Seminary and College, \$1300; St Lawrence University, \$9500; Syracuse University, \$60,950 (including sites and extraordinary repairs); Syrian Protestant College, \$36,000; Thomas S. Clarkson Memorial School of Technology, \$14,988; Vassar College, \$303,223 (including extraordinary repairs); Wells College, \$5040.

For sites: College of New Rochelle, \$20,000; Cornell, \$2162; Hamilton College, \$1900; Robert College, \$11,098; Nanking University, \$16,872; St Lawrence University, \$1500.

Gifts and bequests during the year amounted to \$3,756,820, a decrease of \$1,502,116 from last year. The colleges receiving gifts of \$10,000 and above were: Alfred, \$48,493; Auburn Theological, \$30,725; Canisius College, \$15,075; Columbia, \$1,891,278; Cornell, \$530,391; Elmira, \$22,657; General Theological Seminary, \$30,000; Hamilton, \$60,062; Institute of Musical Art, \$25,043; Jewish Theological Seminary, \$20,797; Keuka, \$10,942; New York Post-Graduate Medical School and Hospital, \$75,493; New York School of Applied Design, \$11,050; New York University, \$104,370; Polytechnic Institute of Brooklyn, \$26,944; Rensselaer Polytechnic, \$152,018; Robert College, \$92,049; Rochester University, \$31,862; St Bernard's Seminary, \$12,900; St Lawrence University, \$129,554; St Stephen's College, \$28,785; St Joseph's Seminary and College, \$53,388; Syracuse University, \$108,388; Syrian Protestant College, \$36,000; T. S. Clarkson Memorial School of Technology, \$19,988; Union, \$24,107; Vassar, \$131,091; Wells, \$17,949.

#### CHARTERS AND DEGREES

Whenever the subject of the standardization of academic degrees is under discussion, the New York State Education Law is invariably cited as a model. Since incorporation of a higher institution of learning is a prerequisite to its having the power to confer degrees, it is fitting that report shall be made annually of new charters granted and of changes in the charters of institutions formerly incorporated. As some institutions hold provisional charters with power to grant degrees only upon the approval of all candidates by

the Board of Regents, the degrees conferred by such institutions are naturally a part of this report.

The Journal of the Board of Regents records the registration of degrees of all institutions holding absolute charters and clearly shows the value placed upon the several degrees. Registration is a formal act, as formal as incorporation, and its influence is felt throughout the State and in other states as well. There is still considerable misunderstanding regarding the chartering of higher institutions and even at the expense of repetition, I quote from the report of last year the definition of *incorporation* and of *registration*:

**Incorporation:** the granting of corporate powers to an educational institution engaging in educational work, the evidence of which is the charter.

**Registration:** the formal action of the Regents in recognizing the fact that the corporation already and heretofore created by them or the Legislature has and is successfully engaged in such educational work, is meeting and has met all requirements of the Regents as to standards, the evidence of which is a certificate of registration or annual announcement in the handbook. The formal action of the Regents is made upon the recommendation of the Commissioner only after careful inspection and to his satisfaction that it is doing its work in accordance with Regents standards.

It is hoped that these definitions, together with the concise statement of the manner in which the Department is organized, as found on the third cover of the separate edition of Title III, will make clear many questions which arise in connection with the problems of incorporation and registration.

**Charters.** During the year the Regents chartered the following institutions. More detailed information concerning the forms of incorporation and the powers conferred appears in the Journal of the Board of Regents.

*December 7, 1911*

Crown of the Law Association, New York, an educational association for the purpose of giving free instruction to Jewish children in Jaffa, Palestine.

Boyd Shorthand School of Buffalo, provisionally, for five years.

Kings County Business School, Brooklyn, provisionally, for five years; charter made absolute February 22, 1912.

Lake Placid School, as an academy, provisionally, for five years.

Cantors' Seminary of New York City for the training of cantors, provisionally, for five years.

Talmudical School of Brooklyn for the instruction of Jewish children in the Talmud, provisionally, for five years.

Museum of French Art, French Institute in the United States, an educational association for popularizing French art, provisionally, for five years.

*February 22, 1912*

Hebrew School of Kingston, provisionally, for five years.

The Modern Hebrew School of the City of Utica, provisionally, for five years.

Rhodes Preparatory School, New York, provisionally, for five years.

The McDowell Dressmaking and Millinery School, New York, provisionally, for five years.

Kupke's Automobile School, Albany, provisionally, for five years.

*May 2, 1912*

The Knox School, Ossining, provisionally, for five years.

Massee Country School, Bronxville, provisionally, for five years.

Drake Business School, Wyandanch, provisionally, for five years.

The Brooklyn Music School Settlement, provisionally, for five years.

*August 29, 1912*

O. E. Jones General Hospital Training School for Nurses, Jamestown.

General Choral Society.

Westchester Military Academy, Peekskill, provisionally, for five years.

Woman's Study Club and Library, Dundee, provisionally for five years.

Woman's Waddington Improvement Society, Waddington, provisionally, for five years.

Hope-Jones Unit Orchestra School, North Tonawanda, provisionally, for five years.

The Powell School of Advertising, New York, provisionally, for five years.

The Regents also amended the charter of Round Lake Summer Institute transferring it from a stock to a membership corporation and decreasing the number of trustees to nine; of the University of Nanking by transferring the appointment of trustees to the Boards of Foreign Missions of the Methodist Episcopal, Christian and Presbyterian churches; of the Woman's Institute of Yonkers by increasing the number of trustees to fifteen.

The name of the Ferguson-Triplett School was changed to Ferguson-Syms School; of the Boyd Shorthand School of Buffalo to Chown School of Business and of the New York Institution for the Blind to New York Institute for the Education of the Blind.

**Degrees.** An institution holding a provisional charter is one which is in process of meeting all the requirements for an absolute charter. There are several such institutions in the State and during the year they were authorized by the Regents to confer and did so confer degrees upon their graduates as follows: master of arts, 0; bachelor of arts, 52; bachelor of science, 1; bachelor of science in civil engineering, 24; bachelor of science in chemical engineering, 0; bachelor of science in electrical engineering, 2; bachelor of science in mechanical engineering, 1; bachelor of divinity, 35; doctor of medicine, 2; doctor of dental surgery, 127; bachelor of library science, 7; total degrees conferred by the Regents for the year, 249.

*Bachelor of arts.* On the following 52 graduates of Adelphi College:

Alvarez, Catalina Cristina  
Ammon, Frederica House  
Balbin, Florida  
Balmanno, Marie Antoinette  
Blaber, Sarah F.  
Brady, Helen Elizabeth  
Buechner, Elsie Elizabeth  
Chapman, Frank Burt  
Comstock, Jeannette Tuttle  
Cooke, Dorothy  
Donaldson, Mabel Lewin  
Donovan, Genevieve  
Driscoll, Agnes Winifred  
Evans, Jean Olwen  
Ferguson, Katherine Elizabeth  
Field, Mildred  
Fink, Anna Hermine  
Fox, Bridget Eugenia  
Hart, Katherine Genevieve  
Hawksley, Alice  
Hobbs, Amy Luckey  
Hochart, Marie Therese  
Hutcheon, Elizabeth Gerrard  
Jessup, Margaret Mary Alacoque  
Kuenemann, Julia Josephine  
Latham, Elizabeth Bell

Louria, May Anna  
McCay, Mary Emeline  
McGinn, Catherine Agnes  
McInerney, Alice Mary  
Meehan, Katherine  
Morrison, Edna Belle  
Murray, Robina  
Natelson, Rebekah  
Nelson, Hazel Warwick  
Newman, Florence  
Nicholson, Allan Marius  
Otto, Charles Francis  
Quortrup, Marjorie  
Ragozin, Rachel  
Rosenthal, Julius Marcus  
Schneider, William Stevenson  
Scott, Herbert Winfield  
Skilton, Cholé Mariella  
Stark, Mary Evelyn  
Sturdevant, Grace Loretta  
Sutphin, Marguerite  
Thackray, Ethel MacPherson  
Thaler, Alwin  
Tracy, Helen Lauretta  
Ward, Lois Vivian  
Whitney, Edith Reynolds

*Bachelor of divinity.* On the following 35 graduates of Union Theological Seminary:

Abrams, George Randall  
Allen, George Hoyt, Jr.  
Baillie, Charles Tupper  
Barnes, Otis Tiffany  
Blackman, John Carroll  
Boyd, Herbert Alexander  
Braden, Charles Samuel  
Courtice, William Norman  
Crozier, William Andrew  
Faville, Theodore Rush  
Fort, Charles Henry Gould  
Goldsmith, Willis Laiten  
Hall, Basil Douglas  
Harada, Tamezo  
Hayden, Joel Babcock  
High, Harold Griffith  
Johnson, Frederick Ernest  
Johnston, Herbert Bain

Leete, William Rockwell  
McIntosh, Christopher Ferguson  
McLean, Charles Victor  
MacDonald, Rosmond May  
Manges, Edmund L.  
Miller, Kenneth Dexter  
Parsons, Howard Grant  
Riddell, Walter Alexander  
Rowland, Ralph Wright  
Rupley, George Alleman  
Saidla, Leo Erval  
Schnatz, Herman Emanuel  
Scribner, Frank Jay  
Thomson, Henry Sears  
Tuer, John Archibald  
Vanderbeek, Henry Conrad  
Weeks, Frank Milton

*Bachelor of science.* On the following graduate of Keuka College:

Demorest, John Earle

*Bachelor of science in civil engineering.* On the following sixteen graduates of Thomas S. Clarkson Memorial School of Technology:

Alley, Carleton Jay  
Ames, Leslie Russell  
Baron, Philip Joseph  
Bartlett, Harrison Rae  
Bradley, Lindsay John  
Burton, Elliot Crim  
Campbell, Henry Bowers  
Cheesman, Stanley Avery

Cowie, George Durno  
Jones, James Smith Stewart  
Kendall, Ralph Douglas  
Noyes, Donald Franklin  
Noyes, Maxwell Edward  
Smith, Nelson Ward  
Wood, Guy Clark  
Woodworth, Paul Henry

On the following eight graduates of Mackenzie College, São Paulo, Brazil:

de Moraes, Domingos Queiros  
Draenert, Frederico Ernesto  
Filho, Daniel Peluso  
Giordano, José

Pinheiro, Virgilio  
Prado, José Gomes de Silva  
Plyes, Henry William  
Salerno, João

*Bachelor of science in electrical engineering.* On the following two graduates of Thomas S. Clarkson Memorial School of Technology:

Clapper, Alfred Roy

Wagner, Wilson

*Bachelor of science in mechanical engineering.* On the following graduate of Thomas S. Clarkson Memorial School of Technology:

Gaffney, Bernard William

*Doctor of medicine.* On the following two graduates of New York Medical College and Hospital for Women:

Marten, Maud Lillian

Regan, Catherine

*Doctor of dental surgery.* On the following forty graduates of the College of Dental and Oral Surgery of New York:

Bauman, Elizabeth Ruth  
Berkey, Howard Francis  
Bickow, Leo Victor  
Biegeleisen, Joseph Z.  
Bromberg, Rose Anatoly  
Chinich, Abraham  
Curtis, Harold Avery  
Eliowicz, Stella  
Ellenstein, Meyer Charles  
Englander, Samuel Benjamin  
Fass, Hyman  
Gellman, Isaac  
Goodman, Sarah Henrietta  
Hatton, Thomas Mifflin  
Johnen, Arthur Joseph  
Jolliffe, George Beach  
Kelly, Francis Bernard  
Korf, Jacob  
Lanset, Bernard Alexander  
Lippman, Louis Bardolph

Luhan, Josephine Emily  
Mac Elroy, Marie Ferrier  
Müller, Albert Frederick  
Nash, Gisela Schonlobel  
Peterson, Theodore Otto  
Posner, Nathan Aaron  
Ravitch, Annett Manewitch  
Reitman, Jacob  
Robins, Lena Martha  
Rosell, Charles  
Rosovitch, Daniel  
Roy, Harold Earl  
Salter, Clarence Robert  
Sapirstein, Louis  
Shapiro, Nathan  
Startz, Annie  
Tananbaum, Abraham  
Wahrman, Henry Arthur  
Webb, Thomas Cleary  
Wolf, Melanie

On the following eighty-seven graduates of the New York College of Dentistry:

Alexander, Samuel	Hartwick, Robert Clayton
Apisdorf, Louis	Hawthorn, William Finn
Arnet, Victor Ludwig	Hlavac, Charles William
Asche, Le Roy Thomas	Kaletskey, Cornelius Myron
Asen, Abraham	Kauffman, Abraham Abbott
Ash, Samuel Kivel	Kauffmann, Joseph Herbert
Barnett, Joseph Harry	Kaufman, Frank
Barrett, Robert James	Kerbel, Max
Beilock, David	Kohn, Leonard
Berger, Isidore Solomon	Koppel, Jacob
Bielefeld, Herman Louis	Kuehne, Herbert Ulrich
Bloch, Leon	Landsman, Solomon
Blumenkranz, Moses	Lehrer, Henry
Bornmann, Carl Frost	Levine, Samuel
Brosseau, Benjamin Louis	Lifshitz, Alexander
Calman, Jacob Samuel	Lyons, Frank Kendall
Cohen, Maximilian	Manne, William Mandel
Corbett, William Morgan Bell	Mendelson, William
Cumming, Albert Stephens	Offenbach, Herman Cahen
Feinberg, Jesse	Paaswell, Benjamin
Feingold, Charles Herman	Pembleton, Harold Wilson
Filler, Samuel Henry	Perlman, Uriel
Fisher, Alton Leslie	Pinck, Joseph Willis
Fisher, Jonas	Polatschek, Max
Fles, Jacob Nicholas Cornelius	Purcell, Lawrence Alphonsus
Fox, Samuel	Robinson, Herman David
Frachtman, Morris	Rubin, Samuel
Freedman, Abraham	Salvatore, Victor Paul
Friedman, Adolph	Salzberg, Philip Louis
Garretson, Charles Henry	Schumacher, Frank Henry
Gassen, Nathan	Schwed, Laurence Irving
Gerber, Jacob	Seldin, Alexander
Ginsberg, William	Shankroff, Louis
Ginsburg, Frederick	Sherman, Samuel Israel
Goldfield, Bernard	Teitelbaum, Harry
Goldin, Louis	Tolmach, Isaac
Goldstein, Louis	Wallach, Morris David
Goldstoft, Peter	Weaver, Gilbert Morgan
Grodjeski, Abraham Louis	Weissman, Harry
Gross, Samuel Harrison	Werner, Louis Henry
Grubin, Herman	Wilson, Wells Warren
Haas, Herman	Yagendorf, Paul
Harris Leon, M. D.	Zuckerman, Reuben
Hartman, Henry Thomas	

*Master of library science.* On the following graduate of the New York State Library School:

Harrison, Joseph Le Roy

*Bachelor of library science:* On the following seven graduates of the New York State Library School:

Allen, Amy	Janvein, Charles Edwin
Hill, Grace	McKee, Alice Doty
Holmes, Florence Isabel	Rosholt, Ruth
Hooker, D. Ashley	

## LICENSES

Under the professional laws, the Regents conducted at stated intervals during the year examinations for admission to the practice of teaching, medicine, dentistry, pharmacy, as druggists, veterinary medicine, optometry, for the registration of nurses and the certifying of public accountants. Another year will be added under this caption report of the examinations for the practice of chiropody and for the certification of shorthand reporters.



It has not been the policy of the State to make the advancing requirements of its professional laws retroactive. Hence licenses continue to be issued under earlier statutory requirements, which are reported under the item of exemptions. These exemptions annually diminish.

As the result of State examinations during the year, the Regents licensed 404 physicians, 2 osteopaths, 173 dentists, 279 pharmacists, 78 druggists, and 26 veterinary surgeons. They registered 966 nurses and 35 certified public accountants and 3 optometrists.

Under the exemptions of the various professional laws, the Regents also licensed during the year 56 physicians, 20 dentists, 68 pharmacists,<sup>1</sup> 2 druggists,<sup>1</sup> 5 veterinary surgeons, and registered 131 nurses and 2 optometrists.

The licenses granted by the Regents during the year on examination and exemption are given in tabular form on other pages of this report. In those tables the candidates are given in three groups: (1) New York schools; (2) schools in other states; (3) schools in foreign countries. Information is also given regarding their preliminary and professional education, the method of securing a license, and the standings attained on examination.

#### DEPARTMENT ACTIVITIES

The report on higher education in the State of New York for the school year ending July 31, 1911 was reprinted from the eighth Annual Report of the Commissioner of Education and ready for distribution as work was beginning on Title III of this report for the closing school year. This is satisfactory evidence of recovery from the effects of the Capitol fire. The confusion and interruptions incident to moving into the new Education Building have delayed somewhat the sendings of the 1912 Report on Higher Education. Our exchanges may expect to receive these before the close of the year and we hope to be able next year to send the report before the beginning of the summer semester. An attempt is being made to perfect our mailing lists so that the complete Annual Report shall be sent to ministries and to universities, and the Report on Higher Education to colleges, professional, technical and other schools. Executive officers that have been receiving these reports are requested promptly to notify the Department of any failure to receive them.

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<sup>1</sup> In exchange for licenses issued under former boards of N. Y. State.

It is requested that the executive officers of all institutions of higher education throughout the world continue to send copies of announcements for the current school year, samples of the various forms in use, laws, ordinances and regulations governing the admission to the practice of the various professions, publications of the current year and any additional information that will prove serviceable in perfecting our indexes and restoring our original records. This courtesy will be highly appreciated.

**Syllabuses.** During the year work on the syllabuses in higher educational lines has continued to make progress. The Regents action standardizing the medical curriculum is preparing the way for active work on the medical syllabus. The Course of Study and Syllabus for the College Graduate Certificates was revised by the Department July 1, 1912, under advice and cooperation of a committee representing the schools of education in the State and the First Assistant Commissioner. It appeared from press in September as Bulletin 518.

The revised Certified Public Accountant Syllabus has gone through two editions and the third edition will soon appear from press. It was issued as Department Bulletin 487 in February 1911. The revision of the Pharmaceutical Syllabus is in active progress. It has been delayed by misunderstandings and the lack of definite information on the part of the new members of the committee which has the revision in charge. It is hoped that this syllabus will be available for distribution in the spring of 1913.

**Handbooks.** It is intended that the professional handbooks shall be printed annually as near the close of the legislative session as possible. Their issuance this year has been delayed by causes already mentioned and because of Regents action that would not become effective in the case of the medical handbook until October 1, 1912. I realize the value of having these handbooks available for use in the professional schools at the opening of the school year and hereafter no effort will be spared to accomplish this. Commendation of the importance and helpfulness of these handbooks is constantly coming to the attention of the Department.

The handbooks of the series on higher education number eight, with two in prospect. The number of each handbook, its title and the edition issued this year is given, as heretofore, for preservation in permanent form: No. 9, medicine, 3500; No. 10, dentistry, 2500; No. 11, pharmacy, 3000; No. 12, veterinary medicine, 2200; No. 13, nurse training, 2700; No. 14, certified public accountants,

2300; No. 27, law, 2500; No. 28, optometry, 2200; No. 32, college graduate certificates, 2200; in preparation, certified shorthand reporter and chiropody.

**Regents Revised Rules.** On the recommendation of the Commissioner of Education the Regents revised their rules in several particulars regarding higher educational requirements. These revisions appear more fully under other titles. An attempt is made to furnish promptly information of changes in Regents Revised Rules by means of the professional handbooks. Among these revisions are rules affecting the professional requirements for admission to the practice of medicine that become operative October 1, 1912, and the general preliminary educational requirement for admission to registered medical schools that become operative January 1, 1913. The rules of the State Board of Dental Examiners were amended in minor respects. The rules for the registration of schools of pharmacy were amended in important particulars regarding the standardization of degrees. The rules governing the issuance of certificates on examination to qualified shorthand reporters were adopted, as were rules for the registration of schools of chiropody.

#### ENFORCEMENT OF PROFESSIONAL LAWS

The administration and enforcement of the laws relating to professional education frequently require the Department either to prosecute or defend actions or proceedings in the civil courts. The usual subjects of litigation are the grant, indorsement or revocation of professional licenses, the maintenance of the standard prescribed by law for professional schools, the unlawful conduct of such schools and the illegal issuance of professional diplomas by unauthorized institutions. There have been a number of cases involving one or more of these subjects pending in the courts in which the Department, through its attorney, the chief of the Law Division, has been called upon to prosecute or defend. The following is a list of such cases:

**People ex rel. Bitzick v. Board of Regents.** Application for a writ of mandamus to compel the Department to issue a medical student certificate to the relator. Such application was heard at Special Term, Part I, Supreme Court, New York City, in December 1911. The relator's medical student certificate was withheld because his credentials from the College of the City of New York were obtained by fraud. The application was denied with costs.

**In the matter of Somme.** An application made at the instance

of the Department for an order vacating and setting aside an order made by Hon. Burt J. Humphrey, county judge of Queens county, which authorized and directed the county clerk of Queens county to complete the registration of Joseph Somme as a physician and surgeon *nunc pro tunc* as of December 1, 1889. Judge Humphrey granted such order July 24, 1908, without notice to the Regents of the University. Such order purported to give permission to Joseph Somme to register his name as a physician and surgeon in the book kept for that purpose in the office of the clerk of Queens county. Somme had been prosecuted under the public health law for the unlawful practice of medicine and was convicted in June 1906. This conviction was sustained by the Appellate Division of the First Department, it being decided that Somme was not legally entitled to practise medicine in this State. An *ex parte* order was subsequently granted by Judge Humphrey directing that Somme be registered as a physician and surgeon *nunc pro tunc* as of the date of December 1, 1889, upon the presumable assumption that Somme had a license to practise medicine at this time, which was ineffectual for lack of registration. The application to vacate this order was based upon the fact that Somme did not have a valid license and that there was no authority conferred by statute upon the court to direct the registration of a physician who was not entitled to practise his profession. The application was granted by Justice Samuel T. Maddox of the Supreme Court at a special term held in Queens county March 25, 1912.

**Matter of Conrad.** Edward E. Conrad was licensed as a physician September 14, 1889. He was convicted of attempted abortion April 8, 1904, and sentenced to a term of imprisonment at Sing Sing prison for not less than one year nor more than two years. Proceedings were commenced for a revocation of his license under the medical act of 1907, and a hearing had December 18, 1908; the committee appointed to hear the charges recommended that Conrad's license be revoked. The Board of Regents revoked the license and annulled his registration at a meeting held April 1, 1909. Subsequently on March 31, 1911, Conrad was pardoned by Governor Dix. His attorney made a motion in the Supreme Court, in New York county, for an order revoking the action of the Board of Regents in revoking Conrad's license and annulling his registration. Such motion was heard before Mr Justice Gerard, on January 25, 1912, the Board of Regents being

represented by the chief of the Law Division and Mr A. C. Vandiver of New York City, as counsel. Such motion was granted by Justice Gerard. An appeal has been taken from the order entered and is now pending in the Appellate Division, First Department. There are three important questions involved in this appeal. First, whether a pardon of a man whose medical license was revoked by the action of the Board of Regents, based upon the crime pardoned, will restore the rights acquired by the license; second, whether, under the medical act of 1907, a license could be revoked for a crime committed prior to the time when that act took effect; third, whether the action of the Board of Regents revoking the professional license can be set aside by an order of the Supreme Court granted at a Special Term. All these questions have a direct bearing upon the application, force and effect of the law relating to the practice of medicine, and every effort must be made to obtain a clear expression of the opinion of the appellate courts in respect thereto.

**Proceedings against Carnegie University and National Institute of Mechano-Therapy.** Complaints were made from time to time as to the transactions of an institution known as Carnegie University. Investigations were made by Department officials, and it was ascertained that such institution was incorporated under the laws of Delaware and purported to conduct an educational institution at Wilmington, Delaware; that such institution was not conducted in good faith and issued diplomas and degrees, including the degree of M. D., for a specified sum, without any regard to standard courses of instruction; that it had practically no equipment and no competent instructors, and that it was fraudulently maintained for the advantage of no one except the incorporators, and was a fraud upon the public and a menace to public health and good morals. This institution was allied with the National Institute of Mechano-Therapy in the city of New York; the latter institution having been incorporated under the laws of the State of New York. The Department caused proceedings to be instituted under the postal laws of the United States against the incorporators of the Carnegie University, and they were effectually prosecuted. Such proceedings resulted in the closing up of the affairs of the institution and the arrest of the persons responsible for its transactions. Proceedings are now pending in the courts of Delaware and of this State for the annulment of the charters of both these institutions.

**People ex rel. Lourie v. Board of Regents.** The relator, Inte I. Lourie, was a pharmacist, licensed under the laws of this State. Charges were preferred against him before the State Board of Pharmacy alleging violations of provisions of the public health law relative to the sale of drugs. Such charges were heard before a committee of the board in September 1911 and the board at its meeting held September 29, 1911, recommended that the license of Lourie be revoked. The Board of Regents, at its meeting held December 9, 1911, voted to revoke such license. Lourie made an application to the Special Term of the Supreme Court in Kings county for an order to show cause why a writ of certiorari should not issue to review the determination of the State Board of Pharmacy and the Board of Regents, revoking his license. This motion was argued before Justice Maddox April 2, 1912, and a decision was rendered April 3, 1912, denying the application. No appeal has been taken.

**People ex rel. Greenberg v. Board of Regents.** Max Greenberg was licensed as a dentist October 5, 1907. Charges were preferred against him by the Dental Society of the State of New York alleging that he had fraudulently procured his dental student certificate, and that upon such certificate his dental license was issued to him. It was further alleged that he falsely swore upon his application for the registration of his license that he had complied with the requirements as to preliminary education and that his license was legally issued to him. His subsequent practice of dentistry under such fraudulently obtained license and the registration thereof was alleged to be "unprofessional and immoral conduct" within the meaning of the statute authorizing the revocation of a dental license. The fraud committed by Greenberg consisted of securing credits upon Regents examinations by some other person taking such examinations in his name. His dental student certificate was based upon such fraudulent credits. The charges were heard before the State Board of Dental Examiners in October 1910. Greenberg appeared by counsel who insisted that the board had no jurisdiction because of fact that the alleged fraud was committed prior to the issuance of the license sought to be revoked. Greenberg was given full opportunity to defend the charges. The board having considered the evidence, recommended to the Board of Regents that Greenberg's license be revoked. The Board of Regents voted at its meeting held January 25, 1911, to revoke such license. Greenberg's attorney requested the Board of Regents to permit him to make an

oral argument against the adoption of the recommendation of the Board of Dental Examiners. This request was denied. Greenberg then sought by a writ of certiorari to review the determination of the Board of Regents. The matter came on for argument in the Appellate Division of the Third Department in January 1912. The writ was granted upon the sole ground that the relator should have been permitted to appear either in person or by attorney before the Board of Regents to object to the confirmation of the report and recommendation of the State Board of Dental Examiners. The court sustained the action of the Board of Dental Examiners and expressly stated that the hearing was conducted fairly and that the grounds of revocation were established. (See Opinion in *People ex rel. Greenberg v. Reid*, App. Div.) The court divided three to two on the question as to an argument before the Board of Regents, and it has been deemed advisable to appeal to the Court of Appeals. The question is an important one and involves the revocation of all professional licenses, as the statutes relating to all professions within the supervision of the Regents provide substantially the same procedure in revocation cases.

The cases above referred to have been actually litigated in the State courts during the preceding year. They have required much labor and time on the part of the Law Division of the Department. In addition to these litigated cases a number of trials of charges against practitioners of the several professions have been conducted, at which it has been necessary for the chief of the Law Division to attend and advise the boards having jurisdiction as to their powers and duties. These trials have been held in Albany, New York and Buffalo and necessarily consume some time and incur considerable expenditures. There can be no doubt of the importance of rigidly administering the law relative to the revocation of professional licenses. It is as desirable to purge the professions of incompetent, unworthy and criminal practitioners as it is to regulate the entrance upon the practice of such professions. The ultimate responsibility for both entrance and expulsion rests with the Board of Regents. The Department must, therefore, through its proper officers cooperate with the boards of examiners in the conduct of revocation proceedings.

These matters all pertain to the preservation and protection of the public health or the prevention of fraud upon the public. The expense of enforcing the law relative to the practice of professions may properly be made a charge upon public funds rather than upon

funds derived from fees paid for admission to the professions, especially when (as is the case at present) the fees collected are no more than sufficient to meet the expenses incurred in conducting examinations of applicants for admission. I therefore recommend that the Legislature be asked to make an appropriation sufficient to meet the necessary disbursements incident to prosecuting and defending actions and proceedings in the courts pertaining to the practice of medicine, dentistry, pharmacy, veterinary medicine and surgery, and other professions under the supervision of the Regents, and in proceedings before the several boards of examiners for the revocation of professional licenses.

### INSPECTIONS

Every institution admitted to the University of the State of New York either by charter granted or by formal act of admission by the Board of Regents is subject to inspection by this Department. Provision is made for the inspecting (within the State) of all schools of secondary grade, of all vocational schools, of all State schools for defectives, Indian schools, and of new school buildings through direct appropriations of money for the payment of the salaries and traveling expenses of a chief of the Inspections Division of the Department who has under his direction thirteen inspectors. Members of this staff of inspectors are at times called upon to inspect academic institutions of higher education, but the staff is not available for the inspection of professional schools. Because of duty and responsibility of registering professional schools with which the Board of Regents is charged, the need of thorough inspection of schools by a competent representative of the Department is at once manifest. For this task no provision is made either for appointment of inspectors or by appropriation of money for the payment of salaries and traveling expenses. When such inspection is made, it must be done at the expense of the fund derived from the fees collected under the statute governing the practice of the particular profession in whose interest the school inspected is maintained. For example, during the year all the medical schools and all the pharmacy schools of the State were inspected and full reports made of the strength and of the weakness of the several institutions. The beneficial effect of such inspections was at once apparent. Registration of two of the medical schools was rescinded until such time as they should meet the requirement of the statutes and Regents rules; in four schools the equipment and facilities for teaching were



modified and enlarged and the force of competent instructors increased. In all the schools the reports of inspection were received with expressions of appreciation of the service rendered. The inspection of the medical schools was made by the secretary of the State Board of Medical Examiners and the expense was a charge against the medical fund.

The inspection of the schools of pharmacy was equally beneficial to these institutions and resulted in an immediate improvement by standardizing the courses of study leading to different degrees as well as providing uniformity of procedure as to the admission and promotion of students and the betterment of programs of recitation. The deans of pharmacy schools expressed satisfaction with the results of the inspection and cordially indorsed the continuation of such oversight. The inspection of the pharmacy schools was made by the secretary of the State Board of Pharmacy and the expense made a charge against the pharmacy fund.

Next year the schools of dentistry and of law will be inspected. For the expense of the former the dental fund may be adequate, but for the latter there is no fund available since the only fees received by the Department are those derived from the issuance of law student qualifying certificates, and as the charge for such certificates is only twenty-five cents the aggregate of all such fees received in any one year is barely adequate for conducting the examinations upon which the issuance of such certificates is based. Nor is there any officer of the Department whose function it might reasonably be considered, and who can be called upon to perform such task. For this inspection an appropriation is necessary both for temporary service of the inspector and for his traveling expenses. What I have said of the inspection of law schools applies with equal force to schools of veterinary medicine in so far as an adequate available fund is concerned.

Besides the necessity of making provision for inspection of the professional schools of the State, there not infrequently arises the necessity of making an inspection of some one of such institutions in a neighboring state and while the institution itself may express a willingness to defray all ordinary expense involved in the inspection, it would relieve the inspector of all embarrassment of judgment in making his report if he could be dispossessed of all feeling of obligation arising from the consciousness that his expenses were being paid by the institution under criticism. The advantage of such inspection is moreover not entirely on the side of the institution,

for this State is thereby enabled the better to safeguard the interest of like institutions within her own borders, it being a fundamental principle of registration that in registering schools without the State there shall be no discrimination against the schools within the State. I therefore recommend that an additional sum of one thousand dollars, or so much thereof as may be necessary, be asked as an appropriation for the inspection of professional schools. In view of the growing public interest in all matters relating to the conservation of public health, no better investment of such a sum could be made than in the supervision of the work of professional schools which are dependent upon recognition of the Board of Regents for their standing and as to the efficiency of which the public in a large measure looks to such Board for information, guidance and protection.

#### REGISTRATION

The formal action of the Board of Regents designated as the "Registration of institutions" has heretofore received only brief consideration in this report. In view of the far-reaching effect which such action has had during the past year, the subject demands more attention. The function of registering institutions is not one voluntarily assumed by the Board of Regents. It is imposed by law. The statutes governing admission to the practice of the professions of law, medicine, teaching, dentistry, veterinary medicine, nurse training, pharmacy, optometry, and chiropody provide for the completion of satisfactory courses of study in institutions *registered* by the Regents. Because of these statutory requirements the Board of Regents, as provided in the Education Law of the State, makes rules governing the registration of colleges, universities, professional schools, technical schools, and secondary schools.

The task incident to such registration is a most serious one since it involves the passing of judgment upon not only all such schools in the United States and Canada but also upon all like institutions of foreign countries. It involves a study of material equipment, endowment, conditions of admission, courses of study, teaching staff, and degrees conferred. This study can not be general but must be close and exact for each school, and does not stop when an institution has been once rated, but the information must be kept up to date to meet changing conditions in the institution. A school may fail to meet the requirements for registration this year and fully meet them next year, or it may meet them this year and fail to meet them next year. Especially is the latter true with regard to professional schools. Registering of institutions has been a

function of the Board of Regents for more than half a century with the result that not only is the Department of Education authority for the rating of institutions for purposes of administering the laws of New York State, but the rating placed by the Board of Regents upon any institution is generally recognized. This is especially true of the rating placed upon professional schools. There is no other state in the Union that has the equipment and organization for acquiring, accumulating and tabulating the information which must be at hand in order to rate an institution for the various purposes for which such rating may be required. The United States Bureau of Education itself has no organization competent successfully and satisfactorily to perform such a task. This was evidenced in a recent attempt to standardize the colleges and universities of the country. The gage for such standardization was manifestly ability of the graduates of an institution to complete the work of the graduate schools of certain universities within a given length of time. But this is so clearly only one element (and an unreliable one, at best) entering into the question of rating of an institution that the result could not be otherwise than valueless.

The Board of Regents registers academic institutions for specific purposes, for example, as meeting the rules of the Court of Appeals of the State, or as meeting the requirements for teaching certificates. The latter means a higher standard than the former. It registers the B.A. degree of one institution and declines to register the B.S. degree of the same institution; or it may rate the B.A. degree of one institution as the equivalent of only two years of work required for the B.A. degree of another institution, even though both are applying for registration. That this work is carefully and at the same time satisfactorily done is proved almost every day in the year. The deans and administrative officers of the graduate schools held a conference at the recent meeting of the Association of American Universities. Under the broad topic "Condition of admission to graduate schools," two subdivisions discussed bear directly upon this matter of registration, namely, difficulties concerning graduates of American colleges and problems of rating foreign students. To those of us who have been intimately responsible for a discriminating and just judgment of the work of American colleges and of foreign institutions, it is not surprising that the deans of the graduate schools should find these questions vexing for they have no adequate facilities for acquiring the information necessary to enable them to know the value of the degrees granted by colleges quite remote and not very widely known, and

when they undertake (if they have the time to do this) to get the information they either find their inquiries unanswered or the information insufficient. But when a state officer makes such courteous request from an institution whether home or foreign, the request is fully and cheerfully honored. This was illustrated not long since by an incident in connection with the admission of a student to a certain graduate school. The dean had a hundred or more institutions for which he could get no rating — some of them American and some foreign. To test the facilities of our office and as well to prove the character of the records, the dean visited the Department bringing with him a list of approximately one hundred institutions for which he sought a rating. We were at once able to give him complete information of 90 per cent of these and within two weeks had full information of the remainder.

The registration of professional schools is even a more vital matter than that of purely academic institutions for unless a professional school is registered, its graduates are debarred by law from admission to our licensing examinations. Within the year it has been necessary to revise the registration of all the law schools of the country and of all the medical schools. The Court of Appeals advanced the requirements for admission to the bar examinations from three years' study, at least one of which had to be by clerkship in a law office, to four years' study with the same requirement as to clerkship. Consequently every law school to be registered has to maintain a course of study of three years instead of two as was formerly permissible.

The Board of Regents enacted a rule in February 1911 that any medical school to be registered must by October 1st have at least six instructors, devoting all their time to medical instruction. The result has been a rerating of all the medical schools of the country and a consequent rescinding of registration of twenty-three of these schools.

During the year the Regents registered under section 401 of the Regents Revised Rules (see Handbook 32) 9 colleges as approved institutions conforming to the definition of a "college" as contained in section 24, the number registered now being 63; under section 402 (see Handbook 9) 3 approved colleges and 15 universities maintaining satisfactory standards for one full year of medicine, the whole number registered being 28; under section 403 (see Handbook 27) 37 colleges or universities as meeting the order of the Court of Appeals for admission of attorneys and counselors at law,

the whole number registered at present being 232; under section 404 (see Handbook 32) 28 institutions maintaining lower requirements than those enumerated in section 401, and not coming under the meaning of sections 402 and 403, the entire number registered being 144; under section 406, 3 schools of theology, the number now registered being 11; under section 407 (see Handbook 27) 28 schools of law, the whole number registered being 57; under section 408 (see Handbook 32) 5 schools of education, the present number being 30; under section 409 (see Handbook 9) no schools of medicine as maintaining proper medical standards and as legally incorporated, the whole number registered being 100; under section 410 (see Handbook 10), 3 schools of dentistry as maintaining the proper educational standard and legally incorporated, the whole number registered being 35; under section 411 (see Handbook 11), 6 schools of pharmacy, the whole number registered being 41; under section 412 (see Handbook 12), 2 schools of veterinary medicine or college maintaining a satisfactory standing for one or more full years of veterinary medicine, the number registered being 10; under section 452 (see Handbook 13), 18 training schools for nurses, the whole number registered being 299; under section 413 (see Handbook 28), no schools of optometry, the number registered being 5. The Regents rescinded the registration of 23 schools of medicine, 2 schools of veterinary medicine and of 5 training schools for nurses.

#### EXAMINATIONS

It is a satisfaction to report that the special examinations in academic subjects for candidates for qualifying certificates as well as the professional licensing examinations have been remarkably free from fraud or attempts at fraud. The Examinations Division has very carefully reorganized the plan of conducting all these examinations and now assigns at least two proctors to each group of fifty candidates.

The raising of the requirements for qualifying certificates announced last year has already resulted in bringing into these examinations candidates who are more thoroughly prepared for examinations and who have settled plans.

In all cases a Department representative is present at the examinations. A sharp enforcement of the Department regulations and summary punishment of anyone found guilty of their infraction seems to have helped to clear up many of the vexing conditions which have heretofore existed in these examinations.

The examinations were held August 9-11, 15-16, 21-25, September 26-29, October 17, January 16 and 30, February 2, April 16, May 14-17, June 25-28, in the following subjects: law, education, medicine, dentistry, pharmacy, veterinary medicine, optometry, certified public accountants and registered nurse.

**Qualifying certificates issued from August 1, 1911—August 1, 1912**

KIND OF CERTIFICATE	On exam.	On equiv.	Par. equiv.	Total	Per cent on exam.	Per cent on equiv.	Per cent on par. equiv.
General qualifying...	96	65	113	274	35.	23.7	41.3
Law.....	284	371	217	872	32.5	42.5	25.
Medical.....	249	459	180	888	28.	51.6	20.4
Dental.....	160	154	104	418	38.4	36.8	24.8
Nurse.....	1	1	.....	2	50.	50.	.....
Optometry.....	5	16	5	26	19.2	61.6	19.2
Pharmacy.....	224	248	57	529	42.3	46.8	10.9
Veterinary.....	22	15	11	48	45.8	31.2 <sup>1</sup>	23.4
Total.....	1 041	1 329	687	3 057	34.2	43.4	22.4

**Professional examinations conducted by the Department during 1912**

	Education	Medical	Dental	Pharmacy	Veterinary medicine	Nurse training	Optometry	Library	C. P. A.	Druggist
No. of examinations.....	2	4.....	3	4	4	2	3	20	2	4
No. of candidates examined.	147	288 partial... 230 finals 366 complete	235	394	38	1054	14	46	204	120
No. passed.....	52	215 partial... 199 finals 208 complete	173	280	26	966	3	37	35	78
No. rejected.....	...	73 partial... 31 finals 158 complete	62	114	12	88	11	9	169	42
No. honors.....	...	1	7	...	1	135	...	...	1	...

**FOREIGN INSTITUTIONS CHARTERED BY THE REGENTS**

The statistics of foreign institutions chartered by the Regents were given in full in the Fifth Annual Report for a five-year period. They appear in the statistical tables of this report.

In December 1911 the Regents granted a charter to the Crown of the Law Association, which had its corporate office in the city of New York, an educational association for giving, free of charge, to poor Jewish children in Palestine, instruction in elementary and advanced studies of the Jewish faith and in such mechanical trades as the trustees shall from time to time deem advisable. This charter was amended by the Regents at its May meeting and limited in its operations to Jaffa, Palestine.

The charter of the University of Nanking was amended at the August 1912 meeting. Enlarged corporate powers were given it to affiliate with its constituent bodies other organizations and to increase, by representation thereof, the number of the trustees. Under the provisions of this charter, the Regents conferred degrees of bachelor of arts upon four graduates from the course of liberal arts in Nanking University.

The institutions located in other countries are: Robert College, near Constantinople; Syrian Protestant College at Beirut, Syria; MacKenzie College, São Paulo, Brazil; Canton Christian College, Canton, China; the University of Nanking, Nanking, China; and Crown of the Law Association, Jaffa, Palestine.

#### REPORTS OF HIGHER INSTITUTIONS

In 1912 the teaching force employed in the higher institutions of the State numbered 4897 as against 4663 last year, being an increase of 155 men and 79 women.

In 1912 there were in these institutions 37,257 students, including those unclassified and those pursuing graduate courses; an increase of 1042 students, 430 of whom were men and 612 women. In the regular undergraduate courses it shows an increase of 1339 students and in the graduate courses a decrease of 53 students.

First degrees conferred in course during the year numbered 5158 of which 3775 were on men and 1383 on women. For the preceding year the number was 3403 on men and 1272 on women, a total of 4675. Of the 5158 degrees conferred in 1912, 1743 were given by professional schools divided as follows: theology, 75; law, 744; education, 15; medicine, 426; dentistry, 162; pharmacy, 289; veterinary medicine, 32. The honorary degrees conferred this year numbered 121 as against 116 in 1911 and 88 in 1910.

The total amount of property including investments is \$150,-749,120, an increase of \$14,940,493 over that reported for 1911.

The receipts were \$19,395,659, an increase of \$1,403,360 over the preceding year; the expenditures were \$17,583,082, an increase of \$1,186,709 over the preceding year.

The salary list for higher institutions was \$5,925,996 for 1912, an increase of \$348,000 over the amount expended last year.

### COLLEGES AND UNIVERSITIES

In the report of last year upon the activities of the Association of Colleges in the State of New York, I raised an important question regarding the differentiation of college and university. As a meeting of this association was not held during the year, no opportunity was afforded for consideration of the topic. The discussions of this question during the year, both at the inaugurals and college commencements, abound in interesting matter. For example, the address at the Hamilton centenary, already referred to, emphasizes the significance, influence and ideals of the American college which has won a distinct place in our educational system.

No very distinct conception exists as to what a university stands for in America. The university of this country has developed out of the small college and has expanded the stereotyped curriculum of Greek, Latin and mathematics into courses so endless that one might well say, "A university curriculum should include all knowledge capable of scientific classification." Here one is reminded of the dictum of Ezra Cornell, who "would found an institution where all students could acquire all knowledge."

In Germany the university usually means the four faculties of medicine, law, theology and philosophy. In England it may not necessarily include the professional faculties at all. In the American sense, England has not and never has had, for instance, any schools of law. There are chairs of law at Oxford and Cambridge, and desultory instruction in law is given in Gray's and Lincoln's Inns and in the Inner and Middle Temple—the four inns of court, but colleges or schools of law with separate faculties and administration and systematic and comprehensive curriculums do not exist. In America, a university is coming to be regarded as that aggregate of academic and professional schools usually clustered together in the larger and more ambitious colleges. The ideal of the American university seems to be something of a combination of the English and German conceptions. It is based on the American experience of a hundred years in such older centers



of American life as Massachusetts and New York. It is the most effective and complete equipment for intelligently preparing men to perform the tasks of everyday life. It is not necessarily to develop specialists, although if particular lines of labor call for great specialization then that is provided. It is not necessarily social polish, although the benefit of this quality is by no means disregarded. Well-rounded character and an ample preparation to meet every emergency seem to be its legitimate function. Quick changes occur in America. A boy does not follow the father's trade or remain in the father's locality but seizes upon new enterprises and strikes boldly into new and strange fields of labor. For this reason a more varied equipment is demanded. It is and ought to be the task of the university to offer as great a variety of equipment as possible and at the same time afford as great depth of knowledge.

Strangely enough it has been perceived only in late years that such an organization constituted an almost ideal basis for directly assisting in the governmental functions of the State. Today, in universities like Cornell, Columbia, Syracuse and Union, it is expected that professors and teachers shall be drafted for service on boards and commissions and shall give the benefit of their powers in directly serving the State. Indirectly the universities have always been the servants of the State. Practical illustrations of these thoughts will appeal to the New Yorker when he recalls the fact that the president of Cornell takes his sabbatical year in the consular service of the United States in Greece, that the president of Columbia is found actively engaged in the political conventions of the State, and that other professors are taking active part in State and national campaigns.

To make clear among other things what an institution seeking recognition as a college must meet in order to comply with Regents rules, it has been necessary within the year to outline a minimum curriculum for a college of liberal arts and sciences. The following suggested course corresponds with the requirements of standard colleges which demand for admission to the freshman year the completion of at least four years of *approved* high school work:

**Minimum course.** Six hundred hours for each year of a four-year course — the equivalent of three subjects a day, 5 days a week for 40 weeks. The normal course is 17 hours a week for each of two semesters of 18 weeks; the degree to be conferred on the

completion of the four-year course, being determined according as the humanities or sciences predominate; physical and oratorical training required of all one hour weekly throughout the four years.

There are two varieties of subjects of study, the major and the minor. Two minors in time are the equivalent of one major. Three majors and four minors in addition to physical training and oratory constitute the minimum year's work.

Course A, humanities predominating

Course B, sciences predominating

Each differentiating from the other by the relation of majors; each differentiating by itself in the relation of minors.

Freshman year			A	B
Required	1st	major	Mathematics (algebra, geometry, trigonometry)	Mathematics (algebra, geometry, trigonometry)
	2d	major	English	English
	3d	major	History	History
Alternative	1st	minor	Latin or German	Physical or Biological
	2d	minor	Latin or German	Physical or Biological
	3d	minor	Greek, German or French	Biological or Applied
	4th	minor	Greek, German or French	Biological or Applied
Sophomore year			A	B
Required	1st	major	Mathematics	Mathematics
	2d	major	English	English
	3d	major	History	History
Alternative	1st	minor	Latin or German	Chemical or Applied
	2d	minor	Latin or German	Chemical or Applied
	3d	minor	Greek, German or French	Selected or Selected
	4th	minor	Greek, German or French	Selected or Selected
Junior year			A	B
Required	1st	major	Logic	Logic
	2d	major	Metaphysics	Metaphysics
	3d	major	Economics	Economics
Electives	— 4 minors from language, literature, art and science.			
Senior year			A	B
Required	1st	major	Philosophy	Philosophy
	2d	major	Ethics	Ethics
	3d	major	Jurisprudence	Jurisprudence
Electives	— 4 minors from language, literature, art and science.			

The applied science referred to provides for varieties of engineering or manual training adapted to the environment of the institution.

*Selected* applies to subjects chosen by the individual institution to complete the course it requires for graduation; *elective* applies to minors that may be chosen by students to complete their required courses.

## PROFESSIONAL SCHOOLS

The most distinct advance of the year in professional requirements is found in the Regents Revised Rules affecting admission to the practice of medicine in the registration of medical schools. Second to this important movement has been the action taken by the Regents on the recommendation of the Pharmacy Council to

standardize the degrees in pharmacy. Reference is made to the action of the Pharmacy Council under the caption "Pharmacy."

**Summaries.** In 1911 there were 1197 students in attendance on the theological schools of the State; 3047 in the law schools; 2429 in schools of education; 3356 in the medical schools; 652 in the dental schools; 758 in schools of pharmacy; 119 in the veterinary schools; and 3698 in registered nurse training schools from which reports were received.

In 1912 there were 1203 students in attendance on the theological schools of the State; 3033 in the law schools; 2562 in schools of education; 3451 in the medical schools; 799 in the dental schools; 788 in schools of pharmacy; 123 in the veterinary schools; and 3730 in the 121 registered nurse training schools that reported.

### THEOLOGY

Detailed information concerning the numbers of students, officers of instruction, degrees granted, courses etc. in the various schools of theology is given in table 1 of Exhibit K. In comparison with 1911 the theological schools of the State show for 1912 the same number of institutions, 3 less instructors, 6 more students.

**Schools of theology.** The following list includes the schools of theology registered on formal application to the Regents as maintaining standards of equipment and instruction and possessing resources equivalent to at least those required by the State of New York. The students of these registered schools of theology receive recognition for such subjects of the theological course as are of general and cultural value in lieu of Regents examinations for qualifying certificates, both of secondary and higher grade.

NAME OF INSTITUTION	LOCATION	DEGREES REGISTERED
Acadia University.....	Wolfville, N. S.....	B.Th.
Alfred Theological Seminary.....	Alfred, N. Y.....	B.D.
Auburn Theological Seminary.....	Auburn, N. Y.....	B.D.
Augustana College and Theological Seminary.....	Rock Island, Ill.....	B.D.
Colgate University, Theological Seminary.....	Hamilton, N. Y.....	B.D.
Hartford Theological Seminary.....	Hartford, Conn.....	3 yr. course
Jewish Theological Seminary of America.....	New York, N. Y.....	Rabbi
Rochester Theological Seminary.....	Rochester, N. Y.....	B.D.
St Bonaventure's College.....	St Bonaventure, N. Y..	4 yr. course
St Lawrence University, Theological School.....	Canton, N. Y.....	B.D.
Union Theological Seminary.....	New York, N. Y.....	B.D.

## EDUCATION

The practical problems having to do with the recognition of scientific degrees from higher institutions for entering on the profession of teaching in secondary institutions of a technical character has been of live interest during the year. Perhaps no clearer statement of the problems involved can be made than a concrete illustration from current correspondence.

The question at issue is a practical one in this Department and Mr I.'s case may reveal the necessity for such prolonged correspondence. The New York statute requires four full years of medical study and the degree of M.D. from a registered school. The statute and rules require graduation from a registered college with the baccalaureate degree for the license to teach in certain of the schools of the State. The B.S. degree specializing in medicine can not receive recognition for a teacher's license if it includes two years of medicine. It may be recognized if it contains one year of medicine and is issued by a college registered by the Regents for such recognition under the New York medical statute. The M.D. degree can not be recognized if credit is assigned to more than one year of medical work in the baccalaureate course, so that the combined seven-year baccalaureate course and medical courses of a registered university are the only baccalaureate and medical degrees that can meet this double requirement for a teacher's license or for admission to the medical licensing examination.

Assuming that Mr I. enters the N. Y. C. P. & S. on advanced work to the third year and in two years graduates from that institution and also assuming that he then applies to the New York medical licensing examination, he will be debarred from such examination on the record thus far presented by him; that is, his forms will show two years of medicine in the N. Y. C. P. & S., one year of medicine in the U. of N. and three years of arts leading to his baccalaureate.

Assume, on the other hand, that Mr I. wishes to drop out of the N. Y. C. P. & S. to teach in a school of New York State and applies to this Department for the college graduate professional certificate. To avoid taking an examination for a teacher's license, he desires the recognition of his B.S. degree. He is advised that his B.S. degree is not registered under the section of the Regents rules that admits of its recognition by this Department.

It is to prevent such misunderstandings and such hardships to Mr I. and all other candidates applying to this Department for

admission to the medical or teachers licensing examination that these rules have been so carefully drawn.

For the purpose of preserving in permanent form the Course of Study and Syllabus for the College Graduate Certificates, it is included in this topic.

**Introduction.** The course of study herein set forth is prescribed under authority of the Education Law, section 533(2) and Regents Revised Rules, section 408c, for schools of education in colleges and universities. "School of education" means any teachers college or school of pedagogy, or the department of education in a university whatever the corporate title. The successful completion of the course of study entitles a student to the college graduate professional provisional certificate based upon the condition that the student shall be in good and regular standing for the B.A., B.S., B.L., Ph.B., M.A., M.S., or Ph.D. degree in a college or university registered under sections 401, 404, 408a, or 408b.

The purpose of the syllabus is to assist applicants in meeting the requirements for two grades of certificates, each of which is of two classes. These two grades are grouped both in order of importance and of historical sequence, the earlier and lower first; the later and higher second.

**1 The college graduate.** The two classes of this grade are the limited and the life.

*a The limited.* A certificate valid for two years is granted to the graduate of an approved college registered by the Regents under the sections enumerated above. This certificate is limited to teaching in high schools and in primary or grammar schools except in the primary or grammar grade of a city or village of 5000 or more inhabitants employing a superintendent of schools. It may be renewed for one year on application for indorsement, provided the holder has passed the prescribed examinations during the period of its validity. The prescribed examinations are in the theory and practice of education.

*b The life.* At the end of three years of successful experience in teaching, at least two years of which must be in this State, a college graduate certificate is issued, valid for life in any grade of any school.

**2 The college graduate professional.** The two classes of this grade are the provisional and the permanent.

*a The provisional.* This certificate is valid for three years in any grade of any school. It is issued, on application, to the graduate of any college registered under the sections enumerated above, provided the course in education approved by the Commissioner for the training of teachers is successfully completed. It may be renewed by indorsement.

*b The permanent.* This certificate is issued to the holder of the provisional certificate only. The holder of a provisional certificate that affords evidence of three years' successful experience in teach-

ing during the validity of the provisional certificate is entitled to receive a permanent certificate provided that at least two years of the experience was acquired in schools of New York State.

More detailed information regarding these certificates is given in Handbook 32 which also gives the lists of colleges and universities.

**Registration and approval of college or university.** The registration of a college or university is a formal act by the Regents of the University of the State of New York based on the recommendations of the Commissioner of Education of the State of New York.

If it appears that a college, university or professional school maintains approved standards of equipment and instruction and possesses resources at least equivalent to those prescribed by the laws of the State of New York, it may be registered by the Regents for the purpose of having its work recognized for professional licenses and for university credentials.

An educational institution desiring admission to or continuance on the roll of registration must file a written application giving the information requested in the form prescribed by the Commissioner. Such application must be on file in the Education Department at least ten days before the meeting of the Regents at which action thereon is to be taken.

Application form 1 for the registration of a college or university can be obtained on application to the First Assistant Commissioner.

Institutions without the United States and Canada are not formally recommended to the Regents for registration. The detailed record of each applicant is essential to determine what recognition may be accorded the degrees or licenses from the higher institutions or examining bodies of Europe and other countries.

The approval of the teachers training course lies with the Commissioner. There are several prerequisite conditions to be met and requirements to be accepted by the college or university desiring the approval of its teachers training course, section 408 c,

1 The certification by the board of trustees to the Commissioner that a regular chair of pedagogy has been established in the college or university.

2 The formal adoption by the board of trustees of the professional course of study approved by the Commissioner and the formal acceptance of its conditions and requirements. Evidence of the formal adoption and formal acceptance duly attested must be filed with the Commissioner. The prescribed course is a minimum course and may be extended by the board of trustees.

3 The approved course of study shall be pursued during the last two years of the college course.

4 At the beginning of each year a list of the students registered for this course must be filed with the Commissioner. At the close of the year the trustees must report the year's work and recommend the students entitled to receive the provisional certificate.

5 An inspection shall be made by the Commissioner which shall

include such examinations, preliminary, in course, or final, as may be prescribed to test the character of instruction and the capacity of the student.

The professional certificate is issued only on application of the candidate. The application must be made upon a blank furnished by the Education Department which must contain a statement of the dean that the applicant has completed the course in education; has been regularly graduated from the college; is entitled to a registered degree; is of good moral character and is worthy to be employed in the public schools of the State. Further assurance is required that the applicant is under engagement to teach in New York State.

The examinations for the renewal of the limited certificates are held each year in May and in August. The May examinations are held in connection with the other professional licensing examinations of the Education Department in Albany, Buffalo, New York and Syracuse and at other places designated from time to time by the Education Department.

The August examinations are also held at the various colleges in the State where summer courses are conducted covering wholly or in part the course of reading in the principles of teaching based on the Syllabus for Schools of Education.

The subjects of these examinations are psychology, history of education, principles of education, methods of teaching — general and special.

#### The dates for the May and August examinations

MONTH AND YEAR	1911	1912	1913	1914	1915
May .....	25-26	16-17	22-23	21-22	27-28
August .....	15-16	15-16	14-15	13-14	12-13
DAILY PROGRAM 3	MORNING		AFTERNOON		
Day	9.15		1.15		
1st.....	Psychology		Methods		
2d.....	Principles of education		History of education		

Candidates desiring to enter any of these examinations should communicate with the Department at least two weeks before the date set specifying the subjects in which they wish to be examined.

**Course of study.** The course of reading in the principles of teaching recommended as a preparation for the prescribed examination for the renewal of the limited certificate is included in the syllabus under the heading "Books for study."

The minimum course of study approved by the Commissioner for the training of teachers in schools of education must include the following subjects and to satisfy the requirements of the statute the course must extend over a period of at least thirty-eight weeks:

Psychology — general and educational.....	90 hours
History of education and principles of education.....	90 hours
Methods of teaching.....	60 hours
Observation .....	20 hours

**Examinations for renewal of college graduate limited certificates  
August 1911 - May 1912**

	PAPERS WRITTEN	PAPERS ACCEPTED
Psychology.....	87	61
History of education.....	90	65
Principles of education.....	81	60
Methods in English.....	40	32
Methods in foreign languages.....	40	31
Methods in mathematics.....	15	11
Methods in science.....	23	22
Methods in history.....	36	29
Total.....	412	311

During the year there have been issued 268 provisional certificates to graduates from approved pedagogical courses in colleges and universities; 163 college graduate professional permanent certificates; 247 limited certificates and 83 life certificates. The total number of certificates issued was 761; number renewed 78. This aggregates 839 as against 793 reported last year.

### LAW

**The Association of American Law Schools.** The eleventh annual meeting of the Association of American Law Schools was held at Boston, August 28-29, 1911. The meeting concerned itself with transacting necessary routine business, and the reading and discussion of the address of the President, William R. Vance of Yale University, upon "The Ultimate Function of the Teacher of Law" and the following other papers: "The Teaching of Jurisprudence in Japan" by Viscount Uchida, Japanese ambassador to the United States, and "The Function of the American University Law School" by Harlan F. Stone, dean of Columbia University law school. These addresses and discussions furnish reading that is well worth the while. The full proceeding may be found in "The Transactions of the American Bar Association" for 1911.

In accord with the Regents Revised Rules made necessary by the rules of the Court of Appeals which became effective July 1, 1911, the work of registering and accrediting the law schools of the country has been completed and the results are shown in the law handbook.



**Summary.** Detailed statistics concerning the various law schools for the year are given in table 1 of Exhibit K. In comparison with 1911, the law schools of the State show for 1912 the same number of institutions, 5 more officers of instruction, 14 less students, and 77 more LL.B. degrees were conferred.

Through the courtesy of Franklin M. Danaher, secretary of the State Board of Law Examiners, the following statistical report is available:

#### Statistical Report for 1911 and 1912

As these facts are given by the calendar year, thus overlapping the school year, both year<sup>s</sup> are given.

EXAMINATION	Number examined		Number failed		Number admitted		Per cent of failure	
	1911	1912	1911	1912	1911	1912	1911	1912
January.....	460	461	286	80	174	80	62	50
April.....	314	397	192	165	122	232	61	41
June.....	544	551	321	352	223	199	59	64
October.....	602	319	292	150	310	169	49	47
Totals....	1920	1428	1091	648	829	680	57	48

All who were refused certificates of having passed in all the groups are reported as having failed, many of whom, however, received pass cards for having successfully passed one of the groups.

#### MEDICINE

During the year medical education in this State and in the United States at large has been very materially advanced. Of the one hundred twenty medical schools reported as in existence March 1, 1912, forty-seven are requiring the completion of one or more years of college work (after four years of high school work) for admission. Four of the ten medical schools registered in this State are now exacting this requirement, namely, Cornell (which requires the baccalaureate degree), Columbia University (College of Physicians and Surgeons, which requires two years of college work), Syracuse University, which now requires one year but beginning with the entering class of 1913 will require two years of college work, and the University of New York Bellevue Hospital Medical College, which requires one year of college work.

In addition to these forty-seven schools of medicine, nine state boards of medical examiners clothed with power to fix and determine educational standards for admission to the practice of medicine in

their respective states have adopted preliminary requirements in advance of a four-year high school education.

Keeping pace with the progress in different parts of the country the Board of Regents has advanced the requirements for admission to all medical schools that seek registration in this State by adoption of the rule that after January 1, 1913, no qualifying certificate for admission to a medical school in this State shall be issued to any applicant who has not had a year's work in biology, physics and inorganic chemistry. Since it is a fundamental principle of all the professional laws of the State that students in our own professional schools shall not be discriminated against, it is manifest that any student matriculating after January 1, 1913 in any medical school, whether within or without the State, who seeks admission to our medical licensing examinations must present evidence of having met the requirement of this Regents rule. Moreover, as a corollary to this rule, no medical school which does not exact this as a requirement for admission can remain on the list of medical schools registered by the Board of Regents. It is evident then that the influence of this rule advancing the requirement for admission to the medical schools of our own State will have a far-reaching influence upon admission to medical schools throughout the country.

The address of the president of the Association of American Medical Colleges delivered at its meeting in Chicago, February 28, 1912, raises a question that is destined further to advance the requirement for the M.D. degree, namely, whether medical schools not requiring for admission two years of work in a college of arts and science shall give only the degree of B.S. in medicine and not the degree of M.D. This proposition raises the question of the reorganization of our whole system of professional education. President Harlow's address dealing as it does with matters vital to the advancement of the practice of medicine is well worth reading and thoughtful consideration.

Following the recommendations of the Association of American Medical Colleges the courses of study in all schools of medicine have been materially improved.

In order to fix an irreducible standard course of study for all medical schools applying for registration by the Board of Regents, the following course of study recommended by the State Board of Medical Examiners was presented by the Commissioner of Education for approval at the meeting of the Regents held May 2, 1912, and was unanimously approved:

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL HOURS
Gross anatomy.....	330	150	.....	.....	480
Histology.....	120	.....	.....	.....	120
Embryology.....	60	.....	.....	.....	60
Laboratory hours of the above shall be as follows:					
Gross anatomy.....	240	90	.....	.....	.....
Histology.....	90	.....	.....	.....	.....
Embryology.....	45	.....	.....	.....	.....
Physiology.....	90	120	.....	.....	210
Organic chemistry.....	90	.....	.....	.....	90
Physiologic chemistry.....	90	60	.....	.....	150
Laboratory hours of the above shall be as follows:					
Physiology.....	60	90	.....	.....	.....
Organic chemistry.....	60	.....	.....	.....	.....
Physiologic chemistry.....	60	45	.....	.....	.....
Bacteriology.....	70	45	.....	15	130
Pathology.....	.....	210	60	.. ..	270
Laboratory hours of the above shall be as follows:					
Bacteriology.....	60	30	.....	.....	.....
Pathology.....	.....	180	145	.....	.....
Surgery.....	.....	90	180	240	510
Pharmacology and therapeutics....	.....	90	120	.....	210
Dietetics.....	.....	.....	.....	15	15
Internal medicine.....	.....	55	270	360	685
Physical diagnosis.....	.....	30	.....	.....	30
Obstetrics.....	.....	.....	90	40	130
Gynecology.....	.....	.....	30	30	60
(Plus six obstetric cases in either the third, fourth or hospital year)					.
Hygiene.....	.....	.....	60	.....	60
Specialties:					
Eye.....	.....	.....	.....	.....	.....
Ear.....	.....	.....	.....	.....	.....
Nose.....	.....	.....	.....	.....	.....
Throat.....	.....	.....	.....	.....	.....
Dermatology.....	.....	.....	40	120	160
History of medicine.....	.....	.....	.....	.....	.....
The ethics of the medical prac- titioner.....	.....	.....	.....	.....	.....
Medical jurisprudence.....	.....	.....	.....	.....	.....
Medical economics.....	.....	.....	.....	30	30
General totals.....	850	850	850	850	3 400

Consideration of the advisability of requiring that all applicants for a medical license pass a practical examination received great stimulus by the visit to this country in February of this year of Mr Frederic G. Hallett, secretary of the conjoint examining board of the College of London and the Royal College of Surgeons of England. Mr Hallett came as the invited guest of the American Medical Association and read before the eighth annual conference on medical education a most illuminating paper on "The Organization and System of Examinations of the Conjoint Examining Board." As one who listened to this paper and who has subsequently read and pondered it, I am forced to the conclusion that nothing would constitute so thorough and practical a test of fitness to practise as the written test now given. The chief obstacle in the way of giving such examination is its cost, for to conduct it in this State would require an annual appropriation of not less than \$30,000 and would involve cooperation of the hospital authorities in the four centers in which we now hold examinations or else would necessitate the holding of examinations in New York City only for all candidates. At present the probability of instituting such an examination seems remote; but in lieu of this, the recommendation of the Commissioner of Education that all candidates for license to practise medicine in this State be required to present evidence of having served acceptably as an interne in an approved hospital or as a clinical attendant for at least six months either before or subsequent to receiving the M.D. degree, is practical. Such requirement would serve the double purpose of determining the fitness of candidates to enter upon the practice of medicine and also would lead to the differentiation of hospital service. Certainly the latter is a consummation greatly to be desired. I believe such requirement would receive the hearty approval of the medical schools and worthy hospitals and would commend itself to the public. It would solve the problem of adding a fifth year to the medical course, which is now a subject under serious debate. The Board of Regents has now under consideration the advancement of the study of medicine and the elevation of the practice thereof through proposed amendments of our medical statute in accordance with the following recommendations of the Commissioner of Education:

- 1 To provide that no candidate be admitted to a medical licensing examination who has not had at least one year's experience as a medical interne or resident clinical clerk in an approved hospital, either prior to or after receiving the degree of M.D.

- 2 By adopting a fairly comprehensive definition of what shall

constitute unprofessional conduct; such definition to include the following points:

*a* Advertising either in his own name or in the name of another person, firm, association or corporation, in any newspaper, pamphlet, or other printed paper or document, or by writing letters or causing them to be written, wherein or whereby the medical practitioner holds himself or herself out to cure diseases or defects of the sexual organs, or for being employed by any person, firm, association or corporation so advertising or announcing.

*b* Announcing professional service without compensation or the acceptance of fees in consideration of the assurance that an incurable disease may be permanently cured.

*c* Wilfully betraying a professional secret.

*d* Habitual drunkenness or addiction to drugs.

*e* The employment of any capper, solicitor, or drummer for securing patients, or the division of fees or promise of division of fees or the payment of money to any person or persons, or of any other valuable thing in return for service in securing patients.

*f* Any other act which, in the judgment of the Board of Regents, is inimical to the good name and character of the medical profession or which in the judgment of said Board tends to impair public confidence in the members of that profession.

3 To provide for the revocation of a medical license after due notice and hearing for the following causes:

*a* Fraud or deceit in practice or in gaining admission to practice.

*b* Conviction of a crime.

*c* Engaging or undertaking to procure or perform abortion, selling or advertising for sale abortion drugs, instruments or appliances.

*d* Attempt to violate by any means whatever the provisions of section 1142 of the penal law.

*e* Unprofessional conduct.

The American Federation of State Medical Licensing Boards is a new organization in the interest of medical practice. The object of the federation may best be quoted from the constitution and by-laws:

The object shall be to develop and maintain reasonably high and uniform standards of medical licensure in the United States. Contributing toward this end the federation shall endeavor (*a*) to obtain accurate knowledge regarding the standards of preliminary and medical education; the rules adopted and methods employed by the medical boards of the various states of this country, and of other countries; (*b*) to publish a (national or American) State Board Bulletin by which this information may be disseminated among the members, and (*e*) to further interstate indorsement of medical licensure.

This body held its first meeting in Columbus, Ohio, in April 1912. The bulletin of its proceedings has not yet been received.

Bulletin No. 6 of the Carnegie Foundation for the Advancement of Teaching issued January 1, 1912 treats of "Medical Education in Europe." The report is of too recent issue to permit of discussion at this time of its effect on our own problems. Its purpose may be found in the following quotation from the introduction by Dr Henry S. Pritchett, president of the Foundation:

This report, therefore, when studied by the student of education, carries at least four significant suggestions which bear upon training for professional life: first, the dependence of such training on preliminary education and the necessity for a close relation between the secondary and the professional school; secondly, the part which right lines of study in the secondary school may play in determining the quality of the work which the student in the professional school is able to perform; thirdly, the advantage which the average student derives from a logical arrangement of subjects, provided fair scope for elasticity and election is still preserved; and finally, the wholesome effect of an examination system at the close of the professional study which shall at one and the same time test theoretical knowledge, ability to think, and technical skill.

We may well believe that this will prove as has Bulletin No. 4 issued in June 1910 by the Foundation (Medical Education in the United States and Canada) a distinct and invaluable contribution to the advancement of medical education.

For limit of space the above is only a brief intimation of the evidence that the year has been one of great advance. On all sides there is earnestness of progress and the next few years will witness the fruition of this advance.

**Annual meeting of the State Board of Medical Examiners.** The State Board of Medical Examiners met in the State Education Building October 16, 1912. The date of meeting was thus deferred in order that the Board might participate in the dedicatory exercises of the Education Building. Dr Glentworth P. Butler was reelected president and Dr Henry B. Minton was reelected vice president. The secretary's report was read and approved.

**Trials.** During the year there were two meetings of a committee appointed to hear charges of violations of the law. Five practitioners were involved; four were found guilty on the evidence presented and one case was dismissed because of insufficient proof of the charges. The findings of the committees were unanimously approved by the State Board of Medical Examiners and report made to the Board of Regents recommending that the license of each of those found guilty be revoked. Attempts were made in three other instances to invoke the aid of the State Board

of Medical Examiners in punishing practitioners for violation of the statute; but the board declined to act because the charges were not properly brought.

**Inspection of medical schools.** Thorough inspection was made of all the medical schools of the State by the secretary of the State Board of Medical Examiners, and a comprehensive report rendered to the Commissioner of Education as to resources, equipment, course of study, clinical facilities and teaching force. In concluding the report, recommendations suggestive of improvement were offered. The authorities of each institution were furnished a duplicate report of the inspection of the school under their control. Every courtesy was shown the secretary in his work of inspection and the schools, without exception, have expressed appreciation of the helpful service rendered by the report. The result of this inspection was the rescinding of registration of two of the schools, and in the betterment of all the others. I am satisfied that these inspections should be made annually. Two medical schools of an adjoining state that were applying for registration were also inspected with the result that the application of one was approved and that of the other disapproved. I should say that these inspections were made on the request of the school in each case and the expense incurred was paid by the school. The wisdom of such procedure is discussed under the caption of "Inspection" earlier in this report.

**Reciprocity.** In June 1910 the reciprocal relations which had obtained for several years between New York and New Jersey were annulled because the standard of preliminary education required for admission to medical schools as prescribed by the statute of New Jersey had been interpreted to be distinctly lower than the standard set by the medical practice act of New York. At the 1912 session of the New Jersey legislature, this law was so substantially amended as fully to justify the Board of Regents in reestablishing reciprocal relations. Accordingly the following agreement was approved by the Regents at their meeting on August 29:

AGREEMENT FOR RECIPROCITY IN THE INDORSEMENT OF MEDICAL LICENSES  
BETWEEN THE STATES OF NEW YORK AND NEW JERSEY

1 The basis on which reciprocity shall obtain between the states of New York and New Jersey shall be a license earned on examination in either one of the states.

2 An applicant for indorsement of a medical license must present a written application in the form prescribed by the board to which such

application is made, together with a certificate from the officials of the State Board of Medical Examiners which licensed him showing that he has been duly licensed by such board and that at the time of such application for indorsement he is a reputable practitioner of medicine and in good standing in the profession and in the community, and has practised one year in the state by which he was licensed.

3 When an applicant presents his application for indorsement to the board of one state, and such board has reasonable doubts of the qualifications of the applicant, either personally or professionally, said board shall return the certificate of the licensing board to the board which issued it, together with its reasons for such return, and ask for a reconsideration of the certification. The board of either state, before granting an application for indorsement, may require the applicant to present satisfactory evidence that he possesses all the qualifications required by law for the admission of a candidate to the medical examinations of that state; if an applicant fails to present such evidence, his application for indorsement shall be denied. Where an applicant presents a license issued prior to the establishment of reciprocity, the board to which the application is made may require for its consideration the original papers on which the license was granted or a certified copy thereof. The original state license only can be indorsed by either board. No applications for other indorsements will be considered.

4 Applicants licensed by New Jersey and New York through examination subsequent to the date of this agreement may have their licenses indorsed in either state. Applicants licensed on examination under lower requirements than those now existing in the two states may submit evidence of five years of reputable practice subsequent to the earning of their medical degree, which may be accepted in lieu of the preliminary and the first year of the professional requirements for the indorsement of their licenses.

5 The preliminary education required for admission to medical schools shall be the same for both states. The certification of the education department of one state as to the standards maintained by secondary schools or high schools in that state shall be accepted by the other state and full faith and credit shall be accorded in each state to the certificates issued by either state for work done in the other state. Where it appears to the satisfaction of the board of one state, after due inquiry, that the applicant did not have a preliminary education equivalent to that required by law for admission to the medical schools of that state, such board may refuse to grant the indorsement. The standards to be required of secondary schools without the states of New York and New Jersey shall be fully equivalent to those required of the schools within those states, and the schools to be registered as maintaining such equivalent standards shall be determined by joint agreement between the Education Department of New York State and that of the State of New Jersey, in accordance with a plan of procedure to be arranged by said education departments. A credential presented from a school or college not upon the list agreed upon may be considered and the standing of such school or college determined temporarily until its status can be finally established by the education departments.



6 The standing of the medical schools of the State of New York shall be determined in New York by the Board of Regents and the Commissioner of Education; in New Jersey by the State Board of Medical Examiners and the Commissioner of Education, and the standing thus determined by one shall be accepted in full by the other. The standing and the registration of all other medical schools shall be determined by joint agreement between the State of New York and the State of New Jersey and a definitive list of approved schools established, each state reserving the right of submitting evidence in reference to any institution either for removing it from or placing it on the approved list.

7 Full faith and credit shall be given by the board of each state to the medical examinations held by the board of either state.

8 Applications for license under this agreement shall be indorsed in New York State by the president and secretary of the Board of Medical Examiners and by the Commissioner of Education, and in New Jersey by the president and secretary of the Board of Medical Registration and Examination and by the Commissioner of Education.

This agreement of reciprocity in medical licensure between the State of New York and the State of New Jersey in effect August 29, 1912 is entered upon by representatives of the State Board of Medical Examiners and the Regents of the University of the State of New York, and of the State Board of Medical Examiners and the Commissioner of Education of the State of New Jersey, to remain in force until rescinded by formal action under authority of article 8, public health law (Laws of 1909, chapter 49) State of New York, or in keeping with the provisions of the medical law of 1894, as amended in 1903 and 1912, State of New Jersey.

In witness whereof, this agreement is signed, sealed and delivered in duplicate.

Representing the State of New York:

GLENTWORTH R. BUTLER

*President, Board of Medical Examiners*

MAURICE J. LEWIS

*Secretary, Board of Medical Examiners*

A. S. DRAPER

*Commissioner of Education*

Representing the State of New Jersey:

RICHARD C. BARRINGTON

*President, Board of Medical Examiners*

H. G. NORTON

*Secretary, Board of Medical Examiners*

J. BROGNARD BETTS

*Acting Commissioner of Education*

Because of noncompliance with the terms of agreement governing reciprocity between New York and Vermont, the Board of Regents at a meeting held May 2, 1912, rescinded the agreement and thus severed reciprocal relations with that state. The non-compliance with the agreement was due not to wilful and intentional violation of the terms thereof but rather because of the

inability of the Vermont State Board of Medical Examiners to comply with these terms. This inability is due to division of authority as to educational standards.

Negotiations are in progress looking toward reciprocity with several other states but the great diversity in the laws governing the practice of medicine in the different states acts as an almost insurmountable barrier to arriving at an agreement that is mutually acceptable.

**Summaries.** The number of students, instructors and other information concerning the various medical schools is given in table 1 of Exhibit K. In comparison with 1911 the medical schools of the State show 1 less registered institution, 73 more officers of instruction, and 95 more students. The number of degrees conferred was 1 less than in 1911.

#### RESULTS OF MEDICAL\*LICENSING EXAMINATIONS

##### New York schools for year ending July 31, 1912

NAME	CANDI- DATES	NUMBER REJECTED		HONOR	PER CENT AC- CEPTED
		Grad. prior to 1912	Grad. in 1912		
Albany Medical College.....	37	15	5	0	45.9
College of Physicians and Surgeons.....	67	5	4	0	86.5
Cornell University, medical department.....	27	0	0	1	100
Fordham University Medical College.....	15	0	2	0	86.3
Long Island College Hospital.....	65	6	4	0	84.6
New York Eclectic Medical College.....	10	2	0	0	80
New York Homeopathic Medical College.....	17	2	1	0	82.3
New York Medical College and Hospital for Women.....	5	2	0	0	60
Syracuse University, medical department.....	21	3	0	0	86.6
University and Bellevue Hospital Medical College	73	4	4	0	89.04
University of Buffalo, medical department.....	39	2	4	0	87.1

##### New York schools 1891-1912

NAME	CANDI- DATES	NUMBER RE- JECTED	HONOR	PER CENT AC- CEPTED
Albany Medical College.....	821	109	33	86.7
College of Physicians and Surgeons.....	2157	96	172	95.5
Cornell University, medical department.....	754	12	50	98.4
Fordham University Medical College.....	35	5	0	85.7
Long Island College Hospital.....	1158	141	22	87.8
New York Eclectic Medical College.....	226	25	14	88.9
New York Homeopathic Medical College.....	400	30	84	93.4
New York Medical College and Hospital for Women....	123	13	12	89.4
Syracuse University, medical department.....	450	22	81	95.1
University and Bellevue Hospital Medical College.....	1649	42	26	97.4
<sup>1</sup> University of Buffalo, medical department.....	954	78	23	91.8

<sup>1</sup> These figures include 65 candidates from Niagara University, medical department.

## RESULTS OF PARTIAL EXAMINATIONS

New York schools for year ending July 31, 1912

NAME	CANDIDATES	NUMBER REJECTED	PER CENT ACCEPTED
Albany Medical College. ....	21	8	61.9
College of Physicians and Surgeons . . .	41	5	87.8
Cornell University, medical department. . .	3	0	100
Fordham University Medical College. ....	13	8	38.4
Long Island College Hospital. ....	51	10	80.3
New York Eclectic Medical College. ....	3	1	66.6
New York Homeopathic Medical College. ....	6	2	66.6
New York Medical College and Hospital for Women. ....	6	2	66.6
Syracuse University, medical department. ....	15	3	80
University and Bellevue Hospital Medical College. ....	30	2	93.3
University of Buffalo, medical department. ....	22	2	90.9

## MEDICAL EXAMINATIONS

## Rejection by topics

	1909	1910	1911	1912
Anatomy. ....	36	47	75	133
Physiology. ....	66	64	86	69
Hygiene and sanitation. ....	18	109	59	75
Chemistry. ....	90	79	81	100
Surgery. ....	32	82	51	36
Obstetrics and gynecology. ....	30	29	13	10
Pathology and bacteriology. ....	32	36	52	85
Diagnosis. ....	24	21	28	33
Total. ....	328	467	445	541

## COMPARISON OF MEDICAL SCHOOLS IN NEW YORK AND OTHER STATES AND COUNTRIES

This table shows for 1912 the rejections by topics, exclusive of candidates who took only the first half of the divided examinations. Each applicant is counted only once in the number of candidates, but under the several topics each failure is indicated, excluding any answer papers not examined.

Of the papers submitted by 374 graduates of New York schools 227 were rejected, while 144 of those submitted by 100 graduates of schools in other states, and 79 of those submitted by 23 graduates of schools in foreign countries, were rejected. In addition to these candidates from schools in which there was at least one failure, 16 graduates of 14 schools in other states and countries were examined.

## Rejections in New York schools

INSTITUTION	Candidates	Anatomy	Physiology	Chemistry and sanitation	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
Albany Medical College.....	37	9	6	2	5	3	1	7	2	35
College of Physicians and Surgeons.....	67	7	0	3	1	1	0	0	1	13
Cornell University, medical department.....	27	0	0	1	3	0	0	1	0	4
Eclectic Medical College of City of New York.....	10	1	0	1	3	3	1	7	4	20
Fordham University Medical College.....	15	2	0	0	3	0	0	2	1	9
Long Island College Hospital.....	65	18	8	0	12	5	12	6	6	99
New York Homeopathic Medical College.....	17	2	2	3	3	0	0	4	0	14
New York Medical College and Hospital for Women.....	5	1	1	0	3	1	0	2	1	8
Syracuse University, medical department.....	21	1	1	0	4	1	0	2	0	9
University and Bellevue Hospital Medical College.....	73	5	3	0	7	3	1	4	3	32
University of Buffalo, medical department.....	39	3	0	3	3	1	0	1	3	14
Total.....	376	49	21	24	45	20	5	42	21	227

## Rejections from schools in other states

INSTITUTION	Candidates	Anatomy	Physiology	Chemistry	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
University of California.....	1	1	0	0	0	1	0	1	1	4
University of Colorado.....	1	2	0	0	0	0	0	0	0	3
Yale University.....	6	1	1	1	0	1	0	0	0	4
George Washington University.....	1	1	1	1	0	0	0	1	0	4
Howard University, Washington.....	2	0	0	0	1	0	0	0	0	1
Chicago College of Medicine and Surgery.....	1	0	1	1	1	1	0	2	0	6
College of Physicians and Surgeons, Univ. of Illinois.....	1	1	0	1	1	0	0	1	1	5
Illinois Medical College, Chicago.....	1	3	3	1	2	0	0	0	0	9
Rush Medical College, Chicago.....	2	1	0	0	0	0	0	0	0	1
University of Louisville, medical department.....	2	2	1	1	0	0	0	0	0	4
Tulane University, La.....	2	1	0	0	0	0	0	0	0	1
Bowdoin College, Brunswick, Me., Portland.....	2	0	0	0	0	0	0	0	1	1
Baltimore College of Chiropractic.....	5	2	1	3	1	0	0	0	3	10
College of Podiatric Medical Sciences, Baltimore, Md.....	3	3	1	1	0	0	0	1	1	7
University of Maryland.....	9	1	0	1	0	0	0	0	0	2
University of Michigan.....	2	1	0	0	0	0	0	0	0	1
University of Minnesota.....	6	1	0	3	1	0	0	0	0	5
University of Missouri.....	2	2	1	1	1	0	0	1	0	6
University of Nebraska.....	1	1	0	0	0	0	0	0	0	1
University of North Carolina.....	2	1	0	0	1	0	0	0	0	2
St. Louis University.....	1	0	0	0	0	0	0	1	0	1
Cleveland Homeopathic Medical College.....	1	1	0	1	1	0	0	1	0	4
University of Cincinnati.....	2	1	1	1	2	1	0	3	2	11
Hahnemann Medical College, Philadelphia.....	7	1	1	1	1	1	0	3	1	9
Jefferson Medical College, Philadelphia.....	4	1	2	1	0	0	0	2	0	6
Medico-Chirurgical College, Philadelphia.....	3	2	2	1	0	1	0	2	0	8
University of Pennsylvania.....	12	3	3	2	2	1	0	2	0	13
University of Pittsburgh.....	1	1	0	0	1	0	0	1	0	3
Woman's Medical College of Pennsylvania.....	8	1	1	2	0	1	0	3	0	8
Vermont University, College of Medicine.....	2	0	1	1	1	0	0	1	0	3
University of Virginia, medical department.....	2	1	0	1	0	0	0	0	0	2
Total.....	100	37	20	26	17	8	0	26	10	144

## Rejections from schools in foreign countries

INSTITUTION	Candidates	Anatomy	Physiology	Chemistry	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
University of Vienna.....	1	0	0	0	0	1	1	1	0	3
Laval University Faculties of Medicine.....	1	1	1	1	1	0	0	0	1	5
McGill University Faculty of Medicine.....	3	0	0	1	1	0	0	1	0	6
Queen's University Faculty of Medicine.....	1	0	0	0	0	0	0	1	0	2
University of Toronto.....	0	1	1	0	0	0	0	0	0	2
University of Naples.....	8	0	8	10	8	5	4	8	4	53
University of Palermo.....	2	1	0	2	3	2	0	2	0	10
Royal University of Rome.....	1	0	0	0	1	0	0	0	0	2
Total.....	23	9	10	14	14	8	5	14	5	79

## DENTISTRY

Dental Faculties Association of American Universities. The third annual meeting of the Dental Faculties Association of American Universities was held March 8, 1911 in Iowa City, Ia. Dr Edward C. Kirk, dean of the University of Pennsylvania school of dentistry, is president. The object of the association as stated in the constitution is as follows:

The object of the association shall be: to promote dental education; to improve the standard of preliminary education required for admission to dental schools; to establish reciprocal educational relations with its members, and ultimately to establish a national standard which may serve as the basis for a reciprocal interchange of dental licenses among the several states.

The membership is limited to "dental schools which are an integral part of state universities or of chartered universities of equal standing of the United States of America holding membership in the Association of American Universities, or accepted by the Carnegie Foundation for the Advancement of Teaching, demanding graduation from accredited high schools that require not less than four years of high school work, or the equivalent amount of education, for matriculation."

With this high requirement set for membership the association is bound to remain small as there are only six or seven of the universities composing the Association of American Universities that have schools of dentistry and the Carnegie Foundation has accepted universities without reference to their dental schools. But in spite of its small membership this association, if it pursues with zeal the object for which it was formed, is bound to exert a powerful influence in uplifting dental education and practice.

To show this I quote from that part of the report of the educational committee which was adopted:

We recommend to the association that the minimum standard of four years' high school education now required for admission to the schools of this association shall be as defined by the Regents of the University of the State of New York, this to include one year in chemistry; the requirement in chemistry to take effect in 1912-13.

I am in full accord with the thought that a knowledge of elementary chemistry is a necessary prerequisite to the study of dentistry, and recommend that all dental student certificates issued by this Department after January 1913 shall include elementary chemistry, whether the certificate be based on high school graduation or upon examination.

The association voted to rescind the action of the previous meeting in applying for membership in the International Dental Federation and the application was withdrawn on the ground that "an institution as young as this one should be absolutely free to shape its own course without being hampered by attachment to rules governing any other association." The independence and wisdom of this action is refreshing. It was further voted "that the association invite the Carnegie Foundation for the Advancement of Teaching to make an investigation of the educational conditions in the dental schools holding membership in this association, such as was made of the medical schools of this country." Should the Foundation accept the invitation it is hoped that they will not confine the investigation, but will extend it to all the dental schools in the United States and Canada.

**Annual meeting, State Board of Dental Examiners.** The annual meeting of the State Board of Dental Examiners was held in the Department at Albany 1911 and the following were reelected officers for the ensuing year: president, A. M. Holmes D.D.S.; secretary, H. J. Burkhart D.D.S.; editor, A. R. Cooke D.D.S. Minor amendments to the rules governing examinations were adopted subject to approval of the Board of Regents. These amendments were approved by the Regents and appear in the last edition of the dental handbook.

**Summaries.** The number of students, instructors, and other information concerning the various dental schools is given in table 1 of Exhibit K. In comparison with 1911 the dental schools of the State show the same number of institutions, 1 less officer of instruction, and 147 more students. There were 15 more degrees conferred.

## Results of dental licensing examinations 1898-1912

	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Examinations ..	5	5	4	4	4	4	4	4	4	4	4	4	4	3	3
Examined	263	222	154	194	234	234	232	304	206	239	248	180	204	242	235
Rejected	67	39	28	33	23	58	114	66	47	55	40	35	67	43	62
Per cent rejected	25	17	18	17	12	24	33	21	22	23	16	19	32	17	26
Licenses issued	201	183	126	161	205	176	178	238	159	174	202	145	137	199	178
Honor licenses issued	43	67	36	22	41	18	5	37	24	4	11	8	4	28	7

## Rejection by topics

	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Anatomy.....	20	11	10	8	13	5	11	4	7	1	0	4	5	0	0
Physiology and hygiene	23	12	4	4	6	3	13	9	15	13	10	22	11	8	
Chemistry and metallurgy	7	4	1	2	1	11	92	38	37	40	33	20	47	28	31
Oral surgery and pathology	11	15	13	3	4	2	21	0	3	8	4	3	6	0	0
Operative dentistry...	13	1	1	1	4	12	10	2	3	2	0	1	1	6	8
Prosthetic dentistry	8	13	2	2	5	24	34	18	20	27	0	4	4	5	0
Therapeutics and materia medica	22	14	1	10	2	1	26	31	11	23	16	16	24	0	1
Histology	26	16	5	4	2	10	10	5	2	0	1	3	4	0	4

## COMPARISON OF DENTAL SCHOOLS

The dental schools of New York State compare favorably with those of other states as shown by the licensing examinations. The table shows for 1912 the rejections by topics: group 1, New York schools; group 2, schools in other states. Each applicant is counted only once in the number of candidates, but under the several topics each failure is indicated, excluding any answer papers not examined. Of the papers submitted by 157 graduates of New York schools 29 were rejected, while 23 written by 59 graduates of schools in other states were rejected. In addition to the above, 4 candidates were graduates of schools against which no failure was charged in 1912.

## Rejections from New York schools

INSTITUTION	Candidates	Anatomy	Physiology and hygiene	Chemistry and metallurgy	Oral surgery and pathology	Operative dentistry	Prosthetic dentistry	Therapeutics and materia medica	Histology	Total written	PRACTICAL			Total failures
											Prosthetic	Operative	Total	
College of Dental and Oral Surgery..	44	0	1	1	0	2	0	0	1	5	1	4	5	10
New York College of Dentistry.....	81	0	3	5	0	3	0	0	1	11	4	3	7	18
University of Buffalo.....	32	0	0	10	0	1	0	0	0	13	0	0	0	13
Total.....	157	0	4	16	0	6	0	0	3	29	5	7	12	41

## Rejections from schools in other states

INSTITUTION	Candidates	Anatomy	Physiology and hygiene	Chemistry and metallurgy	Oral surgery and pathology	Operative dentistry	Prosthetic dentistry	Therapeutics and materia medica	Histology	Total written	PRACTICAL			Total failures
											Prosthetic	Operative	Total	
Georgetown University, dental dept	2	0	0	0	0	0	0	0	0	0	1	0	1	1
George Washington University, Washington, D. C.	1	0	0	0	0	0	0	0	0	0	0	1	1	1
Baltimore College of Dental Surgery	4	0	1	2	0	0	0	0	0	3	0	1	1	4
Baltimore Medical College, dental department	1	0	0	0	0	0	0	0	0	0	0	1	1	1
University of Maryland, dental dept	2	0	0	2	0	0	0	0	0	2	1	1	2	4
Harvard University	1	0	0	0	0	0	0	0	0	0	0	1	1	1
University of Michigan	11	0	1	1	0	0	0	1	0	3	0	0	0	3
Penn. College of Dental Surgery	2	0	2	1	0	2	0	0	1	7	0	0	0	7
University of Pennsylvania, dept of dentistry	35	0	0	8	0	0	0	0	0	8	4	3	7	15
Total	59	0	4	15	0	2	0	1	1	23	6	8	14	37

## PHARMACY

In 1910 the Legislature enacted a revision of the public health law, article 11, entitled "Pharmacy." This has been the first year of administration under the reorganized board. Only one adverse criticism of the revision has come to my attention.

**The New York State Board of Pharmacy.** The second annual meeting was held at the office of the board in Albany, September 29, 1911, all the members being present. The report of the secretary as read at the annual meeting of the State association held at Thousand Islands June 19, 1911, was read and on formal motion adopted. The following officers were elected for the ensuing year: president, Byron M. Hyde; vice president, Clarence O. Bigelow. Committees appointed for the same period: violations committee—New York: C. O. Bigelow, chairman, George C. Diekman, J. Leon Lascoff; Albany: John Hurley, chairman, Alfred B. Husted, John R. Wall; Buffalo: Judson B. Todd, chairman, Byron M. Hyde, George Reimann; questions committee—Warren L. Bradt and Alfred B. Husted.

At the June 1911 meeting the board recommended that the pharmacists licenses held by Alvin W. Beach, Syracuse, Inte I. Lourie, Brooklyn, and Emil Willig, New York, be revoked for repeated violations of the pharmacy law, and on December 7, 1911, the Regents adopted the recommendation of the Board of Pharmacy and revoked the licenses. January 23, 1912 the board



was served with an application for a writ of certiorari to review the proceedings that resulted in the revocation of the license of Inte I. Lourie. This matter was argued before Judge Mattox in New York on March 7th, the board being represented by its attorney, Mr Jerome Steiner. On April 9th the court denied the application for a writ of certiorari to review the determination of the board to revoke his license and vacated the stay of all proceedings to enforce this determination, rendering the following opinion:

The relator, if he has any remedy, has mistaken it in this proceeding, since the action of the respondent was not judicial or quasi judicial, and the motion is denied.

The board demanded the return of the license which was received on May 3, 1912.

On February 8, 1912, Mr Judson B. Todd of Ithaca died in New York. Mr Todd was appointed to the former All State Board in 1901 and served continuously until 1910 when he was appointed an examiner on the present board. In 1908 Mr Todd was elected president of the board and served faithfully and with honor, giving of his time and ability to further its work. He was highly esteemed not only by the members of the board, but by the pharmacists of the State.

#### Registration for 1911

Pharmacies . . . . .	4549
Drug stores . . . . .	39
Certified storekeepers . . . . .	713
Apprentices . . . . .	456
Licenses exchanged . . . . .	124

#### Inspections

Number of inspections . . . . .	5832
Number of cases of alleged violations reported . . . . .	217
Number of cases settled . . . . .	104
Number of cases pending . . . . .	38
Number of cases held in abeyance . . . . .	68
Number of cases decided against the board . . . . .	5
Number of cases in which judgments were obtained that remained unsettled . . . . .	2
	<hr/>
	217 217
Amount of penalties collected . . . . .	\$7000
Number of meetings held by violations committees . . . . .	24
Number of violators granted hearings . . . . .	147

### Analysis report

Number of samples analyzed (prescriptions and galenicals).....	645
Number found standard .....	494

PHARMACISTS	<i>Candidates</i>	<i>Passed</i>	<i>Rejected</i>
February .....	45	16	29
May .....	199	129	70
June .....	93	62	31
September .....	68	42	26
	<u>405</u>	<u>249</u>	<u>156</u>

DRUGGISTS	<i>Candidates</i>	<i>Passed</i>	<i>Rejected</i>
February .....	37	24	13
May .....	47	29	18
June .....	22	14	8
September .....	22	11	11
Totals .....	<u>128</u>	<u>78</u>	<u>50</u>

**Examinations.** Examinations were held September 27-28, 1911, January 31, February 1, May 15 and 16 and June 26 and 27, 1912, at Albany, Buffalo and New York. The results of these examinations show that licenses were issued as follows:

	PHARMACISTS	DRUGGISTS
September .....	42	11
February .....	30	34
May .....	140	21
June .....	67	12
Total .....	<u>279</u>	<u>78</u>

Licenses have been issued to 70 applicants (68 pharmacists and 2 druggists) in exchange for licenses issued by former boards and in lieu of those lost or destroyed as provided in rules 13 and 14.

During the month of May the secretary made an inspection of the four pharmacy schools of the State with the object of making recommendations that should tend to unify their work, both in the relative number of hours devoted to laboratory work and lectures and also in equipment.

The board, at its June meeting, recommended to the State association that an amendment be made to the pharmacy law restricting the sale of opium and its preparations, except paregoric and such others as contain less than two grains of opium to the ounce, upon physicians' prescriptions only. As the sale

of morphine and its salts and other alkaloids of opium appeared to be increasing within the State, the board felt that the protection of the public health demands greater restrictions upon the sale of these habit-forming drugs. A committee of three from the board has been appointed to confer with a like committee from the State association to formulate such an amendment and to present it to the Legislature of 1913. A resolution of the board requesting the Attorney General to appoint a deputy for the prosecution of the work of the board in Rochester and vicinity led to the appointment of Mr Frederick Remington of Rochester by Attorney General Carmody on July 29, 1912.

**Degrees.** For a decade the question of degrees in the schools of pharmacy has been agitated not only in New York State but also in the national association. At one time the Ph.G. was recommended to the Regents for registration but it was withdrawn when it became apparent that the requirements in the schools did not meet those exacted by the Regents rule regarding diplomas. On the advancing requirements of the statute amended in 1905 and the revised law of 1910, it seemed possible to enter on the solution of the problem. An attempt was made to hold a meeting of the Pharmacy Council in 1911, but the interruptions of the work so often referred to prevented a meeting till May 1912 which was adjourned to June 24th, at Rochester. The conclusions reached at this meeting form the basis for the revocation of Regents rules relating to pharmacy which were adopted by the Board of Regents August 29, 1912. The rules adopted appear in the Journal of the Board of Regents and are published in the volume of Regents Revised Rules; but in order to show the unanimity of the deans of all the pharmacy schools in this State, the resolutions adopted by the council at the meeting held in Rochester follow:

1 Resolved that the minimum number of recitations and laboratory hours required of the pharmacy schools shall be not less than 1100 hours divided into the ratio of 5 recitation periods to 6 laboratory periods.

2 Resolved that upon the satisfactory completion of the required course of the 1100 hours in two years, the degree of Ph.G. shall be conferred and no other degree.

3 Resolved that the Pharmacy Council of the State of New York composed of the deans of all the pharmacy schools of the State request the American Conference of Pharmaceutical Faculties to increase the number of hours required for the minimum two-year course leading to the degree of Ph.G. to 1200 hours to be divided into the ratio of 600 recitations to 600 hours of laboratory.

4 Resolved that the degree of B.S. in Phar. shall be conferred only upon the satisfactory completion of a four-year course of not less than 600 hours each upon the entrance requirements of four years of high school work equivalent to 14½ units.

5 Resolved that the degree of Phar. D. shall be conferred only after the satisfactory completion of two years of work after that required for the degree of B.S. in Phar.

6 Resolved that the Ph.C. degree shall be conferred only after the satisfactory completion of three years of the work of at least 600 hours each, and for students entering after January 1, 1913, only upon an entrance requirement of the satisfactory completion of four years of high school work or its equivalent.

7 Resolved that for students entering after January 1, 1913, on a requirement lower than the successful completion of four years of high school work, the degree of Phar. M. shall be conferred upon the completion of one year of work of not less than 600 hours after the completion of the course leading to the degree of Ph.G.

8 Resolved that these rules and regulations shall be effective for all students entering after January 1, 1913.

9 Resolved that these resolutions be adopted as a whole.

A reflective study of these resolutions will indicate the trend of sentiment in pharmacy education in this State.

**Results of pharmacy licensing examinations, September 1911-June 1912.** Examinations, 4; examined, 394; rejected, 114; per cent rejected, 28.9; licenses issued, 279.

*Rejections by topics<sup>1</sup>*

Materia medica and botany.....	111
Toxicology and posology.....	123
Pharmaceutical chemistry.....	144
Theoretical pharmacy.....	148
Practical examination.....	78

**Results of druggist licensing examinations, September 1911-June 1912.** Examinations, 4; examined, 120; rejected, 42; per cent rejected, 35; licenses issued, 78.

*Rejections by topics<sup>1</sup>*

Materia medica and botany.....	51
Toxicology and posology.....	45
Pharmaceutical chemistry.....	54
Theoretical pharmacy.....	34
Practical examination.....	23

<sup>1</sup>Includes all papers rated below 75 per cent.

## OPTOMETRY

When the law governing the practice of optometry became operative in 1908, there was serious doubt on the part of many as to the wisdom of such a statute. After four years such doubt has been almost wholly dispelled. The State Board of Examiners in optometry has so efficiently performed its duties that much credit must be accorded it. The enforcement of the law has been carried on by the properly organized societies so that the interests of the public have been protected. At the same time practising optometrists have so confined their practice within the purposes of the law that both physician and oculist have come to feel that there is a legitimate field for the skilled optometrist.

During the past year there has been some discussion in journals of optometry concerning the desirability of securing recognition of the title or degree of doctor of optometry. I have followed these discussions with much interest and with not a little apprehension. It is to be hoped that no such ambitious title will ever be seriously sought. We already have too many doctors of this and doctors of that. Let the term "optometrist" more and more assume the dignity of applying to one who is distinctly skilled in correcting defects in vision not arising from disease of the whole body or of the eye, and let us not be fogged by the use of the term "doctor" the genuine service which the skilled optometrist is fitted to and does perform. If ambitious vanity aspires to the right to use the word "doctor," one can easily forecast the repeal of the optometry law in this State, thereby losing all that those who were instrumental in its passage hoped for and have attained.

The schools of optometry show an increasing number of students, and a larger number of inquiries have come to the Department concerning qualifying certificates for admission to these schools and for entrance upon apprenticeship. There were 22 such certificates issued during the year. The admissions to the examinations have naturally been few as only now can would-be optometrists meet the time requirement as to apprenticeship and study. From this time on the number of applicants for license may be expected to increase from year to year. Naturally, too, the rejections of candidates have thus far been out of proportion to the number who passed. The cause for this can not be attributed either to the unfairness or difficulty of the questions or to the severity of the rating of the answers but rather to a lack of clear conception on the part of the candidates of the preparation which is required in order to meet the examination.

**Annual meeting, State Board of Examiners.** The annual meeting of the State Board of Examiners in Optometry was held in the Department at Albany October 9, 1911 and the same officers, namely, president Charles F. Prentice and secretary, W. W. Bissell, were reelected for the ensuing year.

**Results of optometry licensing examinations 1909-12**

*Rejections by topics*

	1909	1910	1911	1912
Physiologic optics.....	0	5	1	0
Practical optics.....	1	6	3	2
Theoretic optometry ..	1	3	0	2
Practical optometry.....	7	5	1	0
Anatomy and physiology of the eye.....	0	3	0	0
Theoretic optics.....	<i>a</i>	5	5	11
Total.....	9	27	10	15

**Results of optometry examinations, September 1911-June 1912.** Examinations, 3; examined, 14; rejected, 11; per cent rejected, 78.5.

**VETERINARY MEDICINE**

I regret to report that very little real progress has been made in the advancement of veterinary medicine during the current year. The law governing the practice of this science was amended to allow the Board of Regents to grant a "certificate of facts" to a veterinary surgeon who met the professional requirements of the amended veterinary law of 1890 but who failed to register, as was provided by the statute, with the county clerk of the county in which he was practising "because of some error, misunderstanding or unintentional omission." He shall submit to the Board of Veterinary Medical Examiners or to the Regents of the University of the State of New York satisfactory proof that he had all requirements prescribed by law at the time required for registration and was entitled to be legally registered, and then he may, on unanimous recommendation of the State Board of Veterinary Medical Examiners, or by action of the Board of Regents, receive from the Regents under seal "a certificate of the facts" and such certificate when granted by the Board of Regents, if filed with the county clerk, registers such practitioner *nunc pro tunc*. While this amendment insures justice

*a* No examination in theoretic optics in 1909.

to a few worthy persons it still leaves the law most unsatisfactory as far as the advancement of the practice of veterinary medicine as a scientific profession is concerned.

One of the chief obstacles to the development of this science is the general ignorance or thoughtlessness of the owners concerning the value of their stock. It is time that proprietors of large and valuable herds of thoroughbred animals realize the necessity of employing educated, skilled veterinarians, but the farming community at large is still possessed of the notion that horses and cattle and other stock are just animals and are therefore not deserving of the same scientific treatment in case of injury or disease as is employed in the treatment and disease of human beings. From one point of view they may be justified in holding such opinion. But from an economic standpoint and even from a moral aspect the opinion is wholly unjustifiable. Cruelty to animals is a punishable offense, yet how many such offenses are committed by ignorant, unskilled and even unlicensed practitioners of veterinary medicine because they make pretense of knowing how to treat animal disease and are willing to perform the service for a tithe of what skilled service is worth. Many thousand dollars' worth of stock die each year because of lack of proper scientific treatment. The owner of an animal fails to realize that it is in the end more economical to save a valuable horse or cow at an expense approximating the value of the animal than to lose the animal and be obliged to expend a larger sum of money in order to replace it. When the question of contagious disease among animals is considered, the subject becomes even more serious. Ignorance of a so-called veterinarian diagnosing the ailment of a single animal may and has caused the loss of an entire flock of valuable sheep and the whole herd of choice cattle. This subject is one of much importance to the State which has at stake the conservation of so much of its material wealth.

The entire veterinary practice act should be so amended as to insure and enforce the intelligent practice of veterinary medicine. It has been hoped that the State Veterinary Society would take hold of the matter and cause to be placed upon the statute books an effective law. This Department is charged only with administering the educational and licensing provisions of a statute, but since one of the chief functions of the Board of Regents is that of promoting education and science, I am coming to the belief that if veterinary medicine is to keep pace with the other professions, the Commissioner of Education as the executive officer of the Board of Regents will be

justified in preparing such amendments to the present law as will make it effective of the purposes above mentioned, namely, to insure and to enforce the intelligent practice of veterinary medicine.

**Annual meeting, State Board of Veterinary Examiners.** The annual meeting of the State Board of Veterinary Examiners was held in the Department at Albany, November 8, 1911 and the following were elected officers for the ensuing year: James Law, president; H. S. Beebe, secretary.

**Summaries.** Detailed statistics of the number of students in the different schools of veterinary medicine are given in table 1 of Exhibit K. In comparison with 1911 the veterinary schools show for 1912 the same number of institutions, 2 less officers of instruction, 4 more students and 4 less degrees conferred.

#### VETERINARY LICENSING EXAMINATIONS

##### Results 1897-1912

	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Examinations . . . . .	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4
Examined . . . . .	12	29	20	14	12	15	22	23	43	49	36	34	32	29	34	33
Rejected . . . . .	5	21	8	2	5	6	5	13	12	13	18	5	2	2	10	12
Per cent rejected . . . . .	41	67	40	14	41	40	22	46	25	26	50	14	6	25	29	31
Licenses issued . . . . .	7	8	12	12	7	9	17	15	36	36	18	29	30	27	24	26
Honor licenses issued . . . . .	0	0	0	0	0	0	2	0	1	2	0	1	0	0	0	1

##### Rejections by topics

	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Anatomy . . . . .	0	2	4	1	2	1	2	2	0	2	4	0	0	0	0	1
Physiology and hygiene . . . . .	2	0	0	0	2	2	1	3	1	0	1	1	0	0	1	1
Chemistry . . . . .	2	6	1	2	4	6	4	12	11	10	2	1	1	0	1	0
Surgery . . . . .	0	7	0	1	1	1	1	2	2	1	15	1	0	0	0	1
Poetetrics . . . . .	4	8	1	0	4	0	1	2	0	1	3	2	1	2	1	1
Pathology, diagnosis and practice . . . . .	3	10	0	1	5	2	2	3	1	5	1	2	0	0	7	12
Therapeutics and materia medica . . . . .	1	3	1	0	2	1	1	3	0	4	1	0	0	0	1	0

#### LIBRARIANSHIP

As the attractions of librarianship become more widely known among educated men and women two opposite tendencies become increasingly plain: first, a demand on the part of library trustees and librarians for wider general knowledge and more technical training and experience on the part of those they employ; and, second, a tendency on the part of many desiring to enter library work from



other lines of work to demand special privileges and short cuts on the part of schools to enable them to enter at once into competition with those who have been willing to take the time and to make the effort necessary to obtain thorough preparation.

As a rule, the library schools and training classes have consistently preferred quality to quantity in the matter of students and have attempted to sift out the mediocre and the undesirable before rather than after they have received the credentials of the library school. This attitude is necessary if librarianship is to maintain the prestige it has gained through the devoted service and high average of ability among librarians. Opportunities in the way of training classes and summer sessions should be provided for those in minor positions who for good reasons can not take extended courses, but the regular schools which professedly train for positions of importance should guard their scholastic standards as jealously as is done by the medical schools or the law schools or the higher grade technical schools. The principle of careful selection of students which has always been a prominent feature of the New York State Library School has been followed by every reputable library school and nearly every library training class in the country, including many which are direct parts of state and city library systems.

The Library School of the New York Public Library was established in 1911 under the principalship of Miss Mary Wright Plummer, the founder, and until 1911, the only director of the Pratt Institute Library School. The new school is partly supported by an endowment from Mr Andrew Carnegie and aims to give a general library training for positions outside of New York City as well as to train directly for positions on the staff of the New York Public Library.

**New York State Library School.** In 1911 there were issued 20 certificates (on completion of the first year's work) and 7 degrees.

Some inconvenience naturally resulted from the fire and from the frequent movings to which the school was subjected but the general efficiency suffered very little. This was due both to the industry and adaptability of the faculty and to the excellent quality of the student personnel. The Sunday school room on the third floor of the Guild House of the Cathedral of All Saints, which was assigned to the school, made a very comfortable and commodious study room. Reference books of all kinds which were acquired by the State Library but for which there was no room elsewhere in the crowded and scattered offices of the Library, were shelved in the Guild House

and provided a very fair working library both for student and for staff member. The number of applications for admission has increased steadily and the demand for men and women trained in it has more than kept pace with the supply. Numerous promotions and appointments to responsible new positions were made during the year. The new general register of the school which includes the professional library record of every student from its beginning in 1887 to September 1912, shows conclusively the success of the school in training for library work of all kinds.

**Summaries.** In 1911-12 there were 50 students (including special students) in the New York State Library School; 25 in Pratt Institute Library School, 41 in Syracuse University Library School and 33 in the Library School of the New York Public Library, a total of 149. This is an increase of 54 over the number reported in 1910 and is due to increased attendance at two of the older schools as well as to the founding of the Library School of the New York Public Library.

In 1912, 6 students received the degree of B.L.S. from the New York State Library School and 1 the degree of M.L.S.; 25 received certificates from the Library School of the New York Public Library. As compared with 1911, the year 1912 shows an increase of 31 certificates and degrees and a total of 6 B.L.S. degrees as against 12 in 1911. The degree of B.L.E. was first granted in 1912 to 5 graduates.

The number of instructors has increased from 19 in three schools in 1911 to 30 in four schools in 1912. This does not include the very considerable number of lecturers who are giving short lecture courses or lectures related to courses conducted by some one else.

### ACCOUNTANCY

The year shows no marked change in this field of the Department's activities unless it may be in the increased number of applicants for the C.P.A. certificate by examination. The number of such applicants in 1910-11 was 150; in 1911-12 the number was 204. Of the 150 candidates last year only 89 were rejected, but of the 204 candidates this year, 169 were rejected. In looking for the cause of so many failures it is found that the answer papers in practical accounting submitted this year fall far below the average of those submitted in the two previous years and that this clearly accounts for the low percentage (17.1 per cent)

of candidates accepted. It may also be said that in the other subjects of examination the answer papers of this year are not of as high grade as those of the two previous years.

The query has been raised as to whether the questions in accountancy are not too difficult and whether the State examiners are not too rigid in their rating of the answer papers. Investigation does not justify any such assumption but rather justifies the conclusion that a number of men who may be excellent bookkeepers are not yet sufficiently trained to receive the distinction of being classed as certified public accountants. More and more the evidence of holding the C.P.A. certificate is being demanded of those who are to be intrusted with the responsibility of making an accounting of large financial interests. It is well, therefore, before the State shall put its seal of efficiency upon any candidate that he shall demonstrate efficiency by passing a rigid but fair examination. Only by such administration of the examination can the integrity of the C.P.A. certificate be maintained and the public interests safeguarded.

The membership of the board of examiners remains unchanged. In this the Department is fortunate as the members of this Board are not only competent but so thoroughly interested in maintaining the standard of accountancy that they devote time and energy to the performance of their duties which if spent in connection with their regular business would add materially to their financial receipts.

The following tables afford, at a glance, comparison of results of the examinations:

Results of C. P. A. examinations 1896-1912

	Candidates	Number rejected	Per cent accepted
1896-97 . . . . .	14	6	57.1
1897-98 . . . . .	15	9	40
1898-99 . . . . .	17	7	58.8
1899-1900 . . . . .	16	7	56.2
1900-1 . . . . .	17	4	76.4
1901-2 . . . . .	129	82	36.4
1902-3 . . . . .	68	58	14.7
1903-4 . . . . .	82	60	26.8
1904-5 . . . . .	77	41	46.7
1905-6 . . . . .	78	61	21.7
1906-7 . . . . .	104	74	28.8
1907-8 . . . . .	122	99	18.8
1908-9 . . . . .	112	64	42.8
1909-10 . . . . .	135	82	39.2
1910-11 . . . . .	150	89	40.6
1911-12 . . . . .	204	169	17.1

## Rejections by topics

	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Theory of accounts . .	3	4	0	44	16	22	7	16	11	22	21	31	7	85
Practical accounting . . .	4	6	3	68	53	54	38	50	67	88	54	72	80	165
Auditing . . . . .	1	0	0	13	18	19	4	28	13	26	10	4	21	68
Commercial law . . . . .	2	2	3	23	8	16	3	14	15	16	13	2	23	32

## NURSE REGISTRATION

The administration of the nurse practice act has gone forward during the year with firmness, having in mind always the difficulties which the hospitals are at present experiencing in securing a sufficient number of pupils for the nurse training schools. The registration of these schools has received the most careful consideration with the result that comparatively few schools have been added to the list of registered institutions and the registration of a number of schools has been rescinded. Under the caption "Registration" this subject might well have received attention but it is rather presented in this part of the report.

When a hospital, either public or private, is opened it at once organizes a nurse training school in order that it may make provision for the care of the patients. This is the primary purpose and in too many instances the sole motive for organizing a training school. Whenever the hospital is without sufficient endowment for its maintenance about the only hope it has of success lies in securing a sufficient number of pupil nurses to enable it to care for the patients at a minimum expense for nurses. It provides little or no money for the maintenance of its training school but rather expects it to maintain itself and to show profit. This is true even of several of the older well-established hospitals. Registration of the nurse training school in order that would-be nurses shall be attracted is practically a *sine quo non*. On making application for registration these hospital authorities are at once confronted with the requirements of the Board of Regents, the employment of a competent superintendent of the school and a sufficiently large staff of assistant graduate nurses for both day and night service, an approved course of study, a competent teaching force and regular hours of instruction, requirements for admission, number of beds in the hospital, a service broad enough to furnish adequate training in the several branches of nursing or in lieu of such service affiliation with other institutions that can

supply such training, rules restricting specializing on the part of the pupils until the last half of the last year of the course and suitable living quarters for the pupil nurses.

It is only when the authorities are called upon to meet these requirements that they first realize that a nurse training school is an institution for training nurses who shall be eligible to enter the examinations for registered nurse and who shall be worthy to use the title R.N. Inspection of the schools applying for registration has shown conclusively that they are schools only in name, that they are deficient in not only one or two requirements but in many and in no sense are they worthy to be registered as institutions in which nurses can be properly trained. When a nurse has graduated her field of labor as a rule is no longer in the institution where she received her training but it is in the broader field of nursing in the homes of the sick. The public interest demands therefore that she shall be thoroughly and well trained. This right of the public to protection from incompetent service the would-be registered school in many instances fails to recognize. In the hospital's zeal for its own success it loses sight of the public good.

Since the Board of Regents is charged with the authority of the registration of these schools the public is justified in demanding that it assume the responsibility which such authority carries with it. During the year there has been much discussion of what preliminary education should be required as a minimum preparation for eligibility for admission to a nurse training school. Many would have it a common school education, others would make it even less, but the Department has stood firm for the completion of one year of high school work or its reasonable equivalent as a minimum. A very liberal interpretation has been placed on the term "equivalent." Slowly the schools are adjusting themselves to the enforcement of this rule and when this adjustment has been fully accomplished by all the registered schools the wisdom of the Department's attitude will be more and more apparent. The most efficient nurse training schools in the State are those which exact high school graduation as a minimum educational qualification for admission. The work incident to promoting the efficiency of the schools now listed as registered and to making certain that no unworthy schools shall be added to the list has been careful and painstaking on the part of the inspector of nurse training schools. Her duties are arduous and at times not altogether pleasant. But the year's labor shows gratifying results

in increased efficiency in the schools, in an increased number of admissions to the examination, in an increased number of those who earned the title R.N., in a better feeling on the part of the schools, and above all in an awakened interest among the nurses throughout the State in the maintenance of standards of nursing that shall retain for New York its high position in this regard.

I again commend to the attention of the State Nurses Association the necessity of amendment of the nurse practice act so as to protect the word "nurse" by requiring registration and providing for a class of trained attendants who shall be qualified to act as attendants but who may not represent themselves as *nurses*.

**Annual meeting State Board of Nurse Examiners.** The annual meeting of the State Board of Nurse Examiners was held in the Department at Albany, February 8, 1912 and the following were elected officers for the ensuing year: president, Lina Lightbourn R.N.; secretary, Jane E. Hitchcock R.N.

**Report of inspector.** The past year may justly be considered as epochal in the history of the schools of nursing. Since the passing of the nurse practice act in 1903, providing for the registration of nurses by the Regents, no such definite measure toward placing these schools on a sound professional basis has been taken as the ruling by the Regents that went into effect in June 1911, requiring applicants for admission to submit credentials to be filed in the Department showing at least a course of one year in a secondary school or its equivalent. The requirement of one year in the high school or an equivalent for students in nursing was first made in 1906. As the interpretation of this requirement was left to the institutions not only was no objection made but the requirement was so loosely interpreted that it was of little value in raising the standard. The requirement of the submission to the Department of evidence of the educational qualifications met at once with serious objection. To quote from an editorial comment in the American Journal of Nursing:

One would naturally expect that unwillingness to comply with this request would have come from a smaller school, struggling with poverty, isolation, lack of faculties, etc., but strange as it may seem, such opposition has come from the greatest nursing center in the world, New York City, and from that splendid group of hospitals that were supposed to maintain in their training schools even higher standards than those the Education Department has thought it wise to make mandatory. This unwillingness on the part of the men superintendents of these large hospitals to recognize the fact that their training schools are being

classed as educational institutions by the State was given definite expression at a meeting of the executive committee of the Hospital Conference of the City of New York, held on January 12, 1912, to consider the nursing situation in the hospitals of Greater New York, at which time the president was authorized to appoint a special committee to act with him "to secure (a) such modification of the nurse practice act or of the regulations adopted by the Education Department under the said act, or (b) such interpretation by the Education Department of the existing regulations, as shall render it possible for the hospitals of the city to continue the training of nurses in sufficient numbers to meet the public demand for trained nursing service."

On February 13th this committee adopted the following resolution:

*"Whereas, The strict enforcement at this time of the existing regulations of the State Education Department governing the admission of probationers to registered training schools for nurses is impracticable; and*

*"Whereas, The restriction of the admission of probationers is working a hardship on hospitals which are conducting properly equipped and ethically administered training schools; and*

*"Whereas, The said restriction creates a dearth of pupils and hence of New York State graduates, and therefore tends to attract to New York State large numbers of undesirable nurses, who are the poorly trained graduates of inferior schools; therefore be it*

*"Resolved, That we urge upon the Education Department of the State of New York the adoption of such amendments to the existing regulations as will give to the authorities of properly organized registered training schools a freer hand in the selection of probationers."*

These resolutions were sent to the superintendents and boards of trustees of the registered institutions throughout the State with the request that they be indorsed to the Regents and this request was very generally responded to except by institutions where the superintendent of the hospital was also superintendent of the training school. The attitude of the superintendents of training schools in the question is shown by the following reply to the resolution:

We, the undersigned, representing the League of Nursing Education of New York City, which is composed of superintendents of training schools, their assistants and representatives of other important bodies of nurses, were appointed as a special committee to meet in cooperation with the members of the board of managers of Bellevue Hospital Training School; the chairmen of advisory boards of the New York City Hospital and the Metropolitan Hospital Training Schools.

At a meeting held March 20, 1912, the suggestions embodied in the resolutions recently adopted by the Hospital Conference, through its special committee on training of nurses, were carefully considered.

We view with grave concern the apparent attempt to break down the standards of education which have, so far, been established. We feel this would result in a deterioration of the general character of nursing work done in hospitals, the home and in public service, and also in such

a general lowering of the estimation in which nursing is held in the public mind, as to render still greater the difficulty in attracting properly educated, refined and otherwise qualified women to our schools. We feel assured that only upon sound educational standards can a stable structure in nursing be finally developed.

Believing that an attempt is being made to remedy a condition by sacrificing an important principle, we therefore feel under deep obligations to reply to the statements and suppositions upon which these resolutions are based.

Taking up specifically the last clause of the first resolution

(b) such interpretation by the Education Department of the existing regulations as shall render it possible for the hospitals of the city to continue the training of nurses in sufficient numbers to meet the public demand for trained nursing service."

*Reply:* After a study by the league of the registries, and after conference with those familiar with the general situation, it does not appear that there is an insufficient number of graduates from the New York City schools to meet the ordinary demand. Investigation seems to show that the only demand that can not be met is for the more highly educated and better prepared nurses for the higher positions in the institutions, social service, public health work, etc., the supply of which would be lessened and not increased by the removal of the present educational standards.

The first section of the preamble, reading as follows:

The strict enforcement at this time of the existing regulations of the State Education Department governing the admission of probationers to registered training schools for nurses is impracticable.

*Reply:* A careful study shows that there is not, and never has been, any strict enforcement of the "requirement of one year's high school or its equivalent." The very great elasticity of the interpretation of the equivalent is such as would not be allowed in any other profession claiming an educational basis. It can be considered impracticable only when viewed from the standpoint which looks upon the pupils in the training school as the only means by which the nursing work, in all its aspects, in the hospital may be done.

Second section reading as follows:

The restriction of the admission of probationers is working a hardship on hospitals which are conducting properly equipped and ethically administered training schools.

*Reply:* We realize fully from intimate knowledge of the situation that the restriction of admission of probationers may present temporary difficulties which the hospital, accustomed to depend entirely upon the training school, may feel to be a hardship. Even if we feel it to be a hardship, we should, nevertheless, try to find other ways of meeting the difficulty, rather than by sacrificing an educational standard and principle. No school, however, can be considered as ethically conducted which would break down standards which are not excessive, for the purpose of securing a sufficient number of probationers to maintain an unpaid nursing service.



Third section reading as follows:

The said restriction creates a dearth of pupils and hence of New York State graduates, and therefore tends to attract to New York State large numbers of undesirable nurses who are poorly trained graduates of inferior schools.

*Reply:* The dearth of pupils is not a local condition; it exists in all other states and countries; moreover, it is not a recent condition. It has been recognized for many years as a problem with which we must ultimately contend. It has, however, increased and intensified within the late years for the following reasons:

*a* Rapid growth of private and special hospitals, calling for a large number of workers and creating a keener competition for students.

*b* The many other fields for women which have opened up, namely, the expansion of the teaching field, social work in various forms, librarian and secretarial work and certain forms of commercial work, etc.

*c* The undeniable fact that the hospital training school has not kept pace with other educational institutions. The long hours, hard routine work, infrequent vacations, often poor living conditions and inadequate instruction, place the hospital training schools at a disadvantage with other institutions, rendering it unattractive to the more intelligent woman.

The dearth of pupils appears to be greater in the schools of poor standards of admission, etc., than in those of higher requirements. Almost the only schools which do not appear to have a lack of pupils are those which have been for years building up high admission requirements and education standards. To the clause relating to the "poorly trained graduate of inferior schools," we reply that a majority of the graduates of smaller schools who come to New York for postgraduate courses are neither poorly trained nor undesirable; they come here to complete their education by study in certain branches which their home hospitals are unable to supply. Such postgraduate training is a properly progressive movement, of value to the nurse, the hospital and the public. Resolution

That we urge upon the Education Department of the State of New York, the adoption of such amendments to the existing regulations as will give to the authorities of properly organized registered training schools a freer hand in the selection of probationers.

*Reply:* Inasmuch as the only educational requirement now necessary is the filing with the Board of Regents of evidence showing an attendance of one year at a high school or its equivalent, and inasmuch as this equivalent is now liberally interpreted, we, therefore, earnestly and unanimously protest against any interference with the present regulation, as we believe that an occasional case of hardship to a candidate, or to a school deprived of her services, is more than counterbalanced by the protection now afforded to the nursing profession, and also to those superintendents who, being hard pressed for material with which to nurse their hospitals, might be induced to admit probationers who would not as graduates reflect credit on their school.

In view of the widespread publicity given the resolution of the Hospital Conference, it is felt that reply should be given equal publicity and prominence.

Indorsements of the reply were also received by the Department not only from the various societies of nurses but from members of the medical profession prominent in the institutional world, and others, protesting against the lowering of the standard of education for nurses. Despite the protest on the part of the boards and superintendents of the hospitals against this requirement, its enforcement has continued. The profession is indeed deeply indebted to the Regents whose action in this matter it is not overstating to say has strengthened nursing standards not only in this country but throughout the world. While the most liberal concessions have been made, the requirement of a compliance with the regulation has been invariable. Much credit is also due to the nurses at the head of the schools whose loyalty both to their hospital and to their profession has been an important factor in overcoming the opposition and establishing this ruling. In the past year 2106 credentials of educational qualifications have been received, 1193 cards of approval have been issued and 175 have been rejected. Nearly 300 of the statements show the completion of the secondary school and a considerable number a partial or full college course and it is reasonable to predict that the day is not far distant when a 60 count qualifying certificate can be required; the need of this requirement can not be questioned by those conversant with the opportunities in nursing today.

This year saw the formation of a "National Organization for Public Health Nursing." The associations engaged in public health work already number over 1000 with nearly 3000 nurses. The activities of these associations evidence very clearly not only the need of a thorough professional preparation but of a broad educational foundation. The following is a summary of the different branches: "Public school nursing; anti-tuberculosis work; social service in connection with hospitals and dispensaries; welfare work (the work of the nurse employed by factory, mill, department store or other business firm to keep a general oversight over the health of all employees); child welfare work; the care of expectant mothers or prenatal work; special visiting nurse work under health department (in the control of scarlet fever, measles, diphtheria and trachoma); teachers of hygiene; school visitors; inspection of tenement house or general housing conditions; secretarial work for associations (nurses make most excellent and efficient working secretaries for children's aid societies, societies to prevent blindness, and agents under charitable societies); investigations on special

lines (notable work has been done in making original researches and gathering material for report on committees of inquiry into social conditions).

In addition to the public health work, the call is increasing constantly for teachers and administrators in institutions, the number in the registered schools in New York State alone being over 300.

**Preparation for advanced work.** The strength of any school lies in its faculty. The need of preparatory courses for teachers and administrators in the schools is being voiced by nurse educators throughout the world. A study of the registered schools in New York State (extending over two years) shows clearly that in the immediate future definite requirements should be made by the Department for all nurses holding such positions. Briefly outlined, these should be the completion of the secondary school or its equivalent, professional training in approved schools, registration in New York State and advanced courses as determined by the Department. In the New School of Practical Arts at the Teachers College provision is made for definite academic credit of from one to two years for graduation from an approved school of nursing. While every year shows an encouraging increase in the numbers entering for the advanced courses at the Teachers College, this number is infinitesimal in comparison with the positions to be filled.

**Preliminary professional preparation.** Little progress has been made this year toward establishing the preliminary courses, the need of which to insure that every pupil shall receive a thorough and uniform theoretical preparation and to relieve the hospitals of a burden that they are unable to carry, was presented in last year's report. An extensive study of the subject was made by Miss Stewart of the department of nursing and health and the result of her investigation presented in a comprehensive paper at the Convention of the American Nurses Association. In concluding Miss Stewart says:

The following letter from Mr Arthur D. Dean, chief of the Division of Vocational Schools of the New York State Education Department, seems to summarize the situation very well. It is not necessary to say that Mr Dean is a recognized authority on this question, not only in the United States but in other countries.

"The high schools will undoubtedly, in a few years, offer a good deal of training in practical household arts, household physics, household chemistry, hygiene and home sanitation. I see every evidence of such a movement growing and growing rapidly but the girls will continue to graduate at eighteen years of age. So long as the better schools of nursing do not admit applicants under twenty or twenty-one, there will

be no possibility of a girl passing immediately from the high school to the training school for nurses. In brief, I do not see any opportunity for affiliation with the secondary schools of the State. We have in the State a State agricultural college, several higher technical schools, several agricultural schools of a grade lower than that of the college and higher than the average secondary school. These institutions might be of service in the problem which you have at hand."

It is evident therefore that we must turn to the normal and other colleges for our preparatory courses hoping that they will follow the example of the Teachers College of Columbia University and open their doors. But until the statutory control of schools of nursing is such as to enable the Regents to make mandatory preliminary preparation it will not be of much avail to approach them. Only two prospective students of nursing have entered for the preparatory course at Columbia since its establishment several years ago, nor are they ever likely to enter in large numbers, as has been justly said by Mr Gibson of the Rochester Mechanics Institute when discussing the possibility of establishing such a course there, while other institutions offer the complete training not only without a tuition fee but with compensation.

**Registration.** The most important resolution passed at the International Congress of Nurses meeting at Cologne in August this year concerned registration and was as follows:

*Whereas*, The experience of those countries where state registration for nurses has been put in force shows that the state regulation and control of nursing education, by setting a standard of genuine and uniform professional training for the nurse, are wholly in the best interests of the sick and helpless, therefore be it,

*Resolved*, That this meeting emphatically indorses the movement for state registration of nurses, expresses its satisfaction with those governments that have enacted registration acts, and calls upon those governments that have so far denied this obviously just demand of nurses and of public bodies to reverse their attitude of inaction and to legislate in protection of the sick against fraudulent and incompetent nursing care.

The need of an amendment to the nurse practice act of this State was voiced not only in the Annual Report of last year and in a forceful paper read before the New York State Nurses Association at the annual meeting in October 1911 but again when in February the officers of the New York State Nurses Association, the Board of Nurse Examiners and the Advisory Council were called together to discuss this matter. It was the sense of the meeting that an amendment could not be presented to the Legislature without the indorsement of the whole association. The legislative committee was later authorized to prepare an amendment. This has been approved by

the executive board and will be voted upon at the annual meeting in October of this year and it is reasonable to believe will go before the Legislature. Too much emphasis can not be placed upon the need of this amendment. That individual interests can not be allowed to determine the preparation to be required for the nursing profession is not only clearly demonstrated by the episode in New York last year but by the existence of schools of nursing that present such wide variations. On the one hand the short course or correspondence schools whose slogan is "Cheap nursing for the poor" and whose course consists of a series of lectures without hospital experience; and on the other the schools connected with hospitals where from two to three years is required to complete the course regardless of the experience offered. Says one prominent nurse educator very truly, "There is no such thing as *cheap* nursing for the poor." Said another authority, the late Isabel Hampton Robb, "Surely we should agree that where the sick are concerned there should be no best schools."

**The overstrain of nurses.** This subject was considered of sufficient importance to be assigned an entire session at the International Congress and was dealt with in a paper of which only excerpts have as yet been received, by Dr Hecker of Strasburg. The following resolution governing this subject was passed:

*Whereas*, With the advance made by scientists in the study and comprehension of the human mechanism and with the new knowledge regarding the nature and effects of fatigue upon the human organism, it is seen to be unscientific and wasteful to destroy human capacities by overstrain;

*Resolved*, That we earnestly beg hospital authorities to give the same consideration to the problem of overwork among nurses that industrial leaders are giving to the question of overwork among workers in industry in order that the present grievous destruction of the health of nurses may cease.

Said the British Journal of Nursing: "Dr Hecker paid a high tribute to the standard of nursing in the United States stating that in the new world nursing had been founded on the basis of a recognized profession." Whether we are entitled to the tribute is a question; the time spent daily by the pupils in practical work in the schools of nursing does not show a proportion of theoretical to technical instruction that would be permitted in any professional or even technical school, nor does it present us as unerring in the question of overstrain. The statistics submitted in the annual reports of the registered schools show the average number of hours weekly on ward duty in the day time to be sixty-two and the night

duty almost universally eighty hours. The lectures and recitations number upwards from five a week and are held either during the so-called hours of recreation or in the evening. No time except in the few schools that have established preliminary courses is allowed for study. The institutions most erring in this matter are the hospitals under the religious orders where the weekly average is 67, and the State hospitals for the insane where the weekly average is 77.8. In this connection it is interesting to note that Dr Hecker stated that "His Holiness the Pope (Pius X) is greatly interested in the question of the overwork of nurses. He has caused the organization of a training school in Rome and when he noticed that religious communities sent few pupils he issued strict orders that a certain number were to be sent annually and declared 'The nursing sisters are not there for the performance of menial work but for the service of the sick.'" That State hospitals should be allowed to require such hours is incredible and does not seem in accord with the desires of the community as expressed in the 54 hour labor law for women and children recently passed in this State. The age of admission in many of the schools has fallen in the past few years from 23 to 19, 18 and even 17. That pupils so immature should be placed after a few months in the hospital, frequently less than three, in sole charge of from ten to sixty patients and without relief for eleven to twelve hours nightly is little short of cruelty. Such long hours and such responsibility produce not only physical weakness but a dulness of the perceptions and sensibilities with a resultant deterioration in the quality of the service rendered and are therefore as detrimental to the patients' welfare as to the pupils'. It is urged that some decisive step be taken to overcome this evil.

**Progress during the year.** There has been very definite progress along educational lines. The number of supervisors and paid instructors has increased, diet kitchens with desk equipment for class instruction and classrooms equipped for instruction in nursing procedures are more frequently found. Six residences for nurses have been erected during the past two years for the following institutions: the Rochester Homeopathic (an exceptionally complete and beautiful building), Children's Hospital of Buffalo, Geneva City Hospital, A. O. Fox Memorial Hospital, Oswego Hospital, Nathan Littauer Hospital and several others are in the process of construction. In every instance these residences have not only meant improved living conditions but better teaching facilities. The most marked changes have occurred in

the State hospitals for the insane; in all but one of these, the Buffalo State Hospital, a superintendent or assistant superintendent of nurses has been appointed and such appointments have invariably resulted in raising the educational standards. In the Rochester and St Lawrence State hospitals classrooms that are models in the completeness of their equipment have been provided. The Rochester State Hospital has however taken the most advanced and important step in their requirement governing the pupils eligible for registration and which reads in their annual announcement as follows:

Graduates having credentials for preliminary education accepted by the Regents of the State, may take the Regents examination for registered nurse after a certificate for a course in dietetics and after a certificate for a nine months' postgraduate course in a general hospital registered by the Regents have been entered on the diploma by the superintendent of the Rochester State Hospital.

It is hoped that this requirement will be adopted in the near future by all the State hospitals.

**Summaries.** There are registered under the Regents 285 schools of nursing, 128 of which are in New York State. Five of these schools are extinct, the registration of 4 has been rescinded during the year and 4 are accredited. Nine institutions have been registered in the past year, 4 in New York State and 5 in other states.

**Inspections.** One hundred fifty inspections have been made during the year, 122 of the registered schools in New York State and 38 of schools desiring registration or registered outside the State. In 1911 the total number of beds in 117 hospitals was 40,263; in 1912 the total number of beds in 121 hospitals was 51,571. The number of patients in the 11 State hospitals for the insane is 23,911 showing an increase of 911 during the year. Fifty-nine hospitals have 100 or more beds; 42 have 50 or more and 8 have 25 or more; only 2 institutions have 25 and none less than 25. In 1911, 117 schools reported 3623 pupils; in 1912, 121 schools report 3730. In 1911 the total number of voluntary lecturers in 117 institutions was 1318; the number of paid instructors, exclusive of the nursing staff, was 156. In 1912 the total number of voluntary lecturers in 121 hospitals is 1032; the total number of paid lecturers and instructors exclusive of the nursing staff is 342.

**Statistics concerning registration.** In 1911 there were 894 candidates; of these 844 received certificates, 50 were rejected and

64 received honors. In 1912 there were 1054 candidates; of these 966 received certificates, 88 were rejected, 135 received honors and 131 were admitted under the waiver.

**Statistics concerning educational credentials.** The total number of statements received in 1911 was 1036; high school diplomas, 158; one or more years of high school, 538; equivalents, 340. In 1912, 2106 statements were received; high school diplomas, 273; one or more years of high school, 447; equivalents, 1211; rejected, 175.

**Results of nurse examinations, January-June 1912.** Examinations, 2; examined, 1054; rejected, 88; per cent rejected, 8.3.

*Rejections by topics*

Practical examination .....	29
Anatomy and physiology .....	306
Medical nursing and nursing of children .....	128
Obstetrical nursing .....	11
Genito-urinary nursing .....	.....
Bacteriology and surgery .....	45
Materia medica .....	101
Diet cooking .....	39

## CHIROPODY

For several years past at each recurring session of the Legislature attempts have been made to amend the public health law with reference to licensing the chiropodists. By slow degrees those interested, both chiropodists and legislators, became educated to the fact that chiropody is nothing more nor less than one phase of minor surgery and rightly falls within the field of medical practice. Recognizing this fact the Legislature at its last session enacted chapter 199 of the Laws of 1912, to become effective September 1, 1912. This law charges the Board of Regents with the responsibility of licensing chiropodists after examination, but recommendation must be made by the State Board of Medical Examiners. It specifies that the Regents shall make rules governing the examinations and clearly states who shall be eligible to admission to the examination. Among the qualifications for such eligibility is that of graduation from a school of chiropody approved by the Board of Regents. This is a further recognition of that principle which has come to be accepted as fundamental, namely, that the Board of Regents is the authoritative body in all matters pertaining to education, be



it elementary, academic or professional. The enactment of this law marks a distinct advance in coordinating the procedure relative to practice of the professions. In accord with the provisions of the statute the Regents have enacted the following rules governing the examinations for chiropodists and the approval of schools of chiropody:

**Examinations.** The Regents shall admit to examinations any candidate who pays a fee of twenty-five dollars and submits evidence verified by oath and satisfactory to the Regents that he is

*a* More than twenty-one years of age.

*b* Is of good moral character.

*c* Has a preliminary education satisfactory to the requirements of the Board of Regents.

*d* Has graduated from a school of chiropody maintaining a standard satisfactory to the Regents

Applicants from other states and countries, presenting credentials accepted as satisfactory by the Regents and showing that they have been legally practising chiropody for five years, may be admitted to a licensing examination in chiropody.

A school of chiropody shall not matriculate a student whose academic education is not equivalent to the standard required by the Board of Regents.

**Schools of chiropody.** A school of chiropody may be registered as maintaining a satisfactory standard and as legally incorporated. Incorporation by the Regents will be made on formal application and after inspection by the Department showing that the school possesses the minimum equipment and meets the preliminary and professional educational requirements.

**Preliminary education.** All schools registered shall require of students applying for admission on and after December 12, 1912, the successful completion of one year of high school work subsequent to eight years of elementary preparation or the equivalent; on and after September 1, 1915, two years of high school work or its equivalent; on and after September 1, 1917, three years of high school work or its equivalent; and on and after September 1, 1919, four years of high school work or its equivalent.

**Professional education.** The school applying for registration by the Board of Regents must meet and maintain the following requirements:

*a Equipment.* (1) A building or rooms devoted exclusively to the purposes of the school; (2) property to the value of at least \$5000, which may be represented in cash or in equipment, or in a combination of the two; (3) laboratories properly equipped for instruction in anatomy, chemistry, physiology and pathology.

*b Instructors.* (1) At least eight instructors, one of whom shall devote his entire time to instruction in the school; (2) after September 1, 1914, two or more full-time instructors.

*c Course of study.* (1) In anatomy; (2) physiology; (3) chemistry; (4) bacteriology; (5) pathology; (6) therapeutics; (7) minor surgery; (8) clinical surgery.

*d Instruction.* (1) In the school prior to 6 o'clock in the evening (dispensary work shall be permissible day or night); (2) for a period of not less than one year of at least eight months.

*e Records.* The school shall be organized completely in every particular regarding: (1) systematic recording of the names of students, their residence and the date of matriculation; (2) the keeping of records of proficiency of each student in class work and examinations, promotions and graduation; (3) the keeping of dispensary records that will afford information as to the instructor in charge and the students in attendance on each course.

The first examination under the rules will be held in January 1913. As provided in the statute, the examination will consist of suitable questions in anatomy and physiology of the feet, therapeutics, chemistry, minor surgery and bandaging.

#### CERTIFIED SHORTHAND REPORTERS

There is an increasing desire among persons engaged in any occupation that involves the exercise of expert knowledge to standardize the requirements for engaging in such occupation, and to distinguish by title those really qualified from those unqualified. This is not for the purpose of raising the occupation to the rank of a profession but is primarily for the purpose of protecting the public against incompetent service and to insure employment to those who by expense and labor have made themselves competent to serve acceptably and with skill. In response to such desire we have certified public accountants, registered nurses and optometrists, and we are now to have certified shorthand reporters.

The first essential in standardizing is to determine the standard, and having done that to place the enforcement of it in the hands of a competent body with authority. In this State, the Board of Regents has come to be recognized as the body to be clothed with authority to regulate educational standards and through the State Commissioner of Education, who is their executive officer, to administer the statutes and Regents rules relating to such standards. The statute may explicitly specify all requirements as to preliminary education and expert knowledge, or it may define only what shall constitute efficiency and fitness to engage in the occupation and leave to the Regents the definition of what the preliminary educational preparation shall be. The statute usually fixes the qualifications of the board of examiners and leaves their appointment to the Board of Regents. The statute may require all applicants to be examined or it may

provide for a waiver of the examination, prior to a certain date, for applicants who meet certain specified conditions. The statute may fix the fees to be charged and the penalty for violation of its provisions or it may make the violation a misdemeanor or felony and leave the courts to impose the penalty. The clearness and definiteness of the statute determines therefore how far the Board of Regents may legislate, and upon both the provisions of the statute and the rules of the Board of Regents administration must depend.

Article 8-A added to the general business law and known as chapter 587 of the Laws of 1911, became operative June 30, 1911. It provides for the issuance of certified shorthand reporter certificates to applicants after examination and also under waiver. It gives to the Board of Regents authority to make rules governing the examinations and leaves it discretionary with the Regents to grant the certificates under waiver. The law is so loosely worded that its administration has been fraught with many difficulties and much delay.

The Board of Examiners was appointed in December 1911. Applicants under the waiver were by the statute allowed one year from June 30, 1911 within which to file their applications. Under this provision 273 such applications were received. Of this number 224 were approved and 49 disapproved by the Board of Regents. The first examination for certified shorthand reporters will occur in January 1913.

The value and efficiency of this law is yet to be determined, but if it is to accomplish its purpose it should be radically amended at the next session of the Legislature. It is hoped that in its amended form it will be free from the defects that now thwart the purposes intended and render its administration difficult.

#### TECHNOLOGY

**Summaries.** In 1912 there were 671 students in Columbia University, Faculty of Applied Science; 539 in Cornell University, College of Civil Engineering; 1020 in Cornell University, Sibley College of Mechanical Engineering and Mechanic Arts; 221 in New York University, School of Applied Science; 172 in Polytechnic Institute of Brooklyn; 643 in Rensselaer Polytechnic Institute; 330 in Syracuse University, Lyman Cornelius Smith College of Applied Science; 57 in Thomas S. Clarkson Memorial School of Technology; total 3653.

In 1911 the eight institutions employed 433 instructors for 3908 students, of whom 133 were in graduate courses, 3657 in regular courses and 118 unclassified. In 1912 these eight institutions employed 409 instructors for 3653 students, of whom 26 were in graduate courses, 3525 in regular courses and 102 unclassified. In 1911 engineering degrees were conferred on 675 students; in 1912 on 731 students.

In comparison with 1911 engineering schools show for 1912 the same number of institutions, 24 less instructors, 255 less students and 56 more degrees conferred.

### SCHOOLS OF ART

**Summaries.** In 1912 there were 155 students in Columbia University Faculty of Fine Arts; 580 in the New York School of Applied Design for Women; 1074 in Syracuse University College of Fine Arts; total 1809. These three institutions employed 88 instructors for 1808 students, of whom 6 were in graduate courses, 1276 in regular courses, and 527 were unclassified. Degrees were conferred on 35 graduates.

In 1911 the three institutions employed 85 instructors for 1841 students, of whom 29 were in graduate courses, 1275 in regular courses and 537 unclassified.

By comparing the past year with 1911 we find in the art schools 3 more instructors, 32 less students, and 4 less degrees conferred.

### SCHOOLS OF MUSIC

**Summaries.** In 1912 there were 83 students in the Grand Conservatory of Music; 557 in Institute of Musical Art; 433 in Metropolitan College of Music; 483 in New York College of Music; and 278 in Cortland Conservatory of Music; total 1834.

In 1911 these institutions employed 145 instructors for 1778 students and conferred 1 degree. In 1912 no new schools of music were incorporated, and the five schools employed 150 instructors for 1834 students and conferred 2 degrees; thus showing an increase of 5 instructors, an increase of 56 students, and an increase of 1 degree conferred.

### SCHOOLS OF PRACTICAL ARTS AND SCIENCE AFFILIATED WITH UNIVERSITIES

**Division of agriculture, Syracuse University.** Syracuse University has organized a division of agriculture with Mr F. W. Howe as director. The division has been formed in the belief that every

progressive university is put under obligation to offer the opportunity for instruction in agriculture as a part of a liberal and technical education.

The university owns a farm of one hundred acres outside the city limits of Syracuse. It is stocked with a herd of registered Holsteins, several breeds of swine, and representative types of farm horses and poultry. It is conducted on a practical commercial basis and is equipped with buildings designed to illustrate the best possibilities of practical farm use. It is intended to have the farm do some representative demonstration work particularly in the growing of alfalfa, farm drainage, orchard improvement and crop rotation. No student will be graduated from the four-year university course in agriculture who shall not have demonstrated his ability to do all kinds of ordinary farm work. If he has not had any farm experience before beginning the course, he will be required to spend at least one summer vacation on the university farm or on the farm of some up-to-date agriculturist whose farm practice is approved by the director.

This departure of the university will be developed under the council of a special advisory board collectively representing the various State departments; the State Experiment Station, State Grange, State Dairymen's Association, State Fruit Growers Association and the State Horticulturalists Society. This university is the first to establish without State or federal aid a complete college course of agriculture on the same basis as the other colleges affiliated with the university.

The usual fifteen units for college entrance in the B.S. course, including 3 in English,  $2\frac{1}{2}$  in mathematics, 2 in science, 1 in history, 1 in drawing and  $2\frac{1}{2}$  elective, are required for regular entrance upon the four-year course in agriculture; but the remaining three units are not required to be in one or more foreign languages. French, German or Latin are accepted for entrance, but in their stead at least three units in agriculture may be offered by candidates who have satisfactorily completed the approved New York high school course in agriculture as outlined in the State Education Department bulletins. Courses are offered in general agriculture, animal husbandry, dairying, horticulture, agricultural engineering and a teachers course for training teachers of agriculture in the vocational courses in high schools. There are now forty students enrolled in this course.

**Agricultural teaching in connection with Columbia University.** Columbia University has recently included in its university work, three courses in agriculture.

1 A course given in Columbia College and of standard collegiate grade. It is given under the faculty of the college and consists of lectures on the principles of agriculture.

2 Courses in extension teaching which, though general in collegiate grade, are of necessity more or less popular and elementary because of the lower grade of scholarship of the students attending extension courses. These courses form a part of the curriculum, leading to a degree of B.S. for students of Columbia College. They are also open to students who desire to take courses in agriculture alone. These courses consist of (a) principles of agriculture whose object is to give the student entering the study of agriculture a clear understanding of the main problems and principles of present-day, scientific agriculture; (b) animal husbandry whose object is to give instruction in both the theory which underlies the management of cattle, horses, sheep, swine and poultry, and also the current practices of the management of these farm animals, excursions being made to modernly equipped and operated farms; (c) special lectures in agriculture which are open to the public and are given by agricultural experts in their specialties.

3 Courses in the summer session which are for both extension students and college students. This work is divided into (a) principles of agriculture; (b) soil management; (c) field agriculture. The main field of observation and practice work is at the Columbia farm, Fishkill, N. Y. The university also has another farm near Litchfield, Conn., which is used as a field laboratory to verify the work in the laboratory investigations.

Agriculture in Columbia University in its present tendencies is in the direction of being a part of the work of the faculty of pure science. Its vocational bearing *per se* is thus rather remote.

**The State School of Agriculture affiliated with St Lawrence University.** The function of the State School of Agriculture at St Lawrence University, as conceived in the statutory enactment which created it and in the policy of those having its immediate direction, is to establish a new profession of farm management in which all departments are properly related and to fit men for this special field of usefulness. While the original function and purpose of this school has not been changed, its courses of study have been elaborated to meet the increasing attendance of students who have

not had very much academic work in the high school or who are not familiar with farm handicraft, coming, as many of them do, from city homes.

The school is particularly strong in the demonstration work which it does in connection with teaching and attempts to do work along lines of immediate and direct value to the agricultural interests. It is attempting to increase the amount of first-hand knowledge of the cost production, while it does not ignore the value of increased production in cheapening the cost of the product. It lays special emphasis in its farm and live stock work, upon discovering more about the cost of production and where economy may be practised.

The experimental work *per se* has been confined to one of the farms while another farm has been set apart as a unit for purely commercial work. Milk, cabbage, potatoes and hay constitute the money crops. The milk is sold in the same market as other milk produced in the vicinity. The scheme includes practical soil handling, the production of clean, wholesome milk and the making of the dairy farm pay a profit. The feeds are clover, hay, home-grown grain and silage, to which are added the highly nitrogenous feeds purchased out of the proceeds from potatoes, cabbage and hay. Bulletins have been issued giving detail of the cost of crop, milk and egg production.

The board of trustees is determined to continue the commercial work until some reliable data has been secured upon cost production.

**School of Agriculture and Domestic Science at Alfred University.** The School of Agriculture and Domestic Science affiliated with Alfred University was established by the State in 1908. The primary object of the school is to prepare young men and young women for efficient living in the country by training them in the arts of agriculture and domestic economy. It is located in a rural community in which dairying and potato raising are important industries. In order to permit the students to remain in the autumn at their homes to assist in the fall work, the school does not begin until about the middle of October, and to facilitate their early return for the spring work on the farms, the school closes early in April, giving six months of intensive work with very short recesses.

To this end the courses are short, practical and contain a minimum amount of theoretical matter. The courses prepare for living in the country, whether that living contemplates actual farming,

farm management, or some more technical application of scientific agriculture and domestic science. The courses do not prepare specifically for teaching in the common schools or high school, though there is a possibility for graduates of the high school who complete the regular course to become teachers of these specialties if they secure special certificates from the Department.

Applicants are expected to have the following qualifications: (1) they should be at least sixteen years of age; (2) they should have completed the school work of the first eight years as taught in the common schools; (3) they should be in good health and of good moral character; (4) young men should have spent not less than six months working on a farm. Young women should be familiar with the fundamentals of housework.

Students are advised to elect the regular course. The work is accomplished during the "off" season on the farm. Two or three winters in the school will obtain for a student in agriculture or domestic science that comprehensive grasp of country life that will enhance life, give trustworthy habits of thinking and working, and double the yearly income. There is a demand for well-prepared young men and women and the positions go to the best prepared of the school. But the student's own farm is the proper goal, and here it is that a full course in the school "pays," both in joy in broadened living and in increased pecuniary profits. Students are given advanced credit for work satisfactorily done in other schools. For such students as have only a common school education or have little credit to offer from high school work, it will take three years to complete the regular course. English, history, farm accounts, physical geography, physics, biology, mathematics, drawing, and chemistry, if passed in the high school and equivalent to requirements of the Regents, will be given credit toward the agricultural course. A high school graduate having completed the above subjects will be granted the agricultural school diploma upon the completion of 80 hours credit in technical subjects. This work is usually done in two years. A few students will wish to come for only six months or even for a shorter period. For such students, a course in any line of agriculture or domestic science may be elected from the regular course, providing a student so electing can pursue the work understandingly and creditably.

The attendance of the agricultural school was 157. The annual appropriation approximates \$25,000.

**New York State College of Forestry at Syracuse University.** In July 1911, the Legislature by special act created the New York



State College of Forestry at Syracuse University. The organic law of the college obligates it to carry on a professional course at Syracuse University and a ranger school of one or two years on the college forest in the Adirondacks. It also requires that educational work be done among the people throughout the State who may be interested in our forests and their animal life and requires that investigative work be carried on for the purpose of solving many important problems in connection with the protection and management of our forests and the reforestation of waste areas. To meet this last requirement a forest experiment station of one hundred acres has been established just south of the city of Syracuse.

The college has developed a five-year professional course; one-year and two-year ranger courses given on the college forest of eighteen hundred acres at Wanakena, N. Y.; and a summer camp of four weeks on Upper Saranac Lake. The camp will be held for the first time during August 1913. The college offers to make plans for the protection and management of timberlands and for the reforestation of waste areas. Where tracts of timberland and waste land are between one hundred and one thousand acres, and where there is reasonable assurance that plans will be carried out, they will be made at no expense to the owner. Where there is less than the above amount, it will be necessary for the owner to pay the expenses of traveling and sustenance while the plan is being made.

The entrance conditions are between ordinary entrance requirements of colleges of liberal arts and colleges of applied science. The degree given upon completion of four years of work is B.S. (bachelor of science). The degree of M.F. (master of forestry) is given upon completion of the fifth year and the period of satisfactory practice.

A considerable amount of practical work is given along with theoretical instruction. Every sophomore is required to spend eight weeks in camp on the college forest in the Adirondacks. This time is devoted to practical work in forest surveying and mapping, timber estimating, logging problems and problems in connection with reforestation and protection. The junior year closes on the first of May for those men who will take practical work during the summer. The senior year is not opened until the first of October. This gives the men five months for practical work and at the same time an opportunity to earn much of their expenses for the fourth year.

The State ranger school is located on the college forest lying along Cranberry lake in the Adirondacks. The land was given by the Rich Lumber Company of Wanakena. The students in the

ranger school are accepted without requirements except that they must be eighteen years of age and of good character. The students there this year represent all sorts of professions and range in age from eighteen to forty years. The work is not an education in forestry but simply a training for certain positions such as rangers, guards, forest estate managers, tree planting experts and nursery foremen. There is a gap between the average woodsmen and the trained forester which it is very difficult to fill at the present time. The college is beginning a popular campaign of education in forestry through the State and hopes to reach the people through popular bulletins, public lectures and demonstration acres.

At the close of the registration for the first semester this year, there were enrolled 97 freshmen and 48 from the other classes. The new men were held very closely to the entrance requirements and so far the college has not accepted a special student for the professional work. Many inquiries have been received regarding special work, and in every case reply has been made that such work may be had in the State ranger school at Wanakena. Among the new men coming in for the professional work there are representatives of fourteen states outside of New York and two foreign countries.

**Department of forestry at the State College of Agriculture.** The New York State College of Agriculture affiliated with Cornell University has greatly developed the past year its department of forestry and at the present time there are two professors and an assistant professor in the department. The Legislature at its last session appropriated \$100,000 for the erection of a building for forestry at Cornell University. Plans for the building are now nearing completion, and it is expected that it will be ready for occupancy by the fall of 1913. The various woodlands on the university farms, and a tract of 38 acres, much of which is open land (forestry experiment land), have been assigned to the department of forestry. They are to be used to show methods of caring for woodlots and methods of forest planting.

The department of forestry has three principal aims: to give instruction at the college; to conduct investigations and field studies designed to help solve the woodlot and forest problems of New York State; and to give direct help to owners of forest lands in the State. The instruction at the college is intended to meet the needs of several classes of students: (1) students of general agriculture who wish elementary instruction in the care of woodlands and in forest planting and forest nursery work; (2) prospective teachers, busi-

ness men, lawyers, and others who desire an understanding of the place of forestry in the life of a nation; (3) technical students in other lines who wish one or more technical forestry courses, as, for example, wood technology; (4) professional forestry students.

**The Pulitzer School of Journalism at Columbia University.** The Pulitzer School of Journalism affiliated with Columbia University has opened with Dr Talcott Williams as director. The students represent twenty-one countries and states, including China and New Zealand. Less than half were from New York State. In the first year one-half were men who had had newspaper experience and all these had left wage-earning positions to enter the school. One-fifth of those in the school hold college degrees, a proportion far larger than when the law and medical schools first opened. Of the one hundred pupils entering, nine were women, a proportion of women less than that which existed in journalism, taking all newspapers and periodicals. Of the teaching force, twenty-four in number, one-third have had practical experience in journalism and four had given nearly all their active lives to this calling.

The training of the school through its four-year course is divided among studies on history, law, government, party organization, economics, unions, trusts and literature, training in reporting and training in writing. The first two years are devoted to the fundamental studies, knowledge of which is necessary to the journalist in his work. Nearly one-third of the time in the course is devoted to training in writing. The students will do nearly as much writing each week as the average man in a newspaper office. This work will be rigorously corrected and required to be as punctual as on a newspaper, and will be done under a time limit, as in service conditions.

Training in writing in the school looks to accuracy, presentation and a vivid style. In this training the customary place in college "English" of "themes" and subjects created for the occasion, is laid aside, and the subjects on which men write spring either from their studies or from their work as reporters. Political science at the opening of the present year, in the first year class, is devoted to the presidential election. In the second year, economics will be studied in the usual beginning course, but weekly the pupils will write under direction a "business article" reviewing the business and financial week, such as many newspapers publish Saturday, Sunday or Monday. History will furnish subjects cast in newspaper form in the shape of dispatches from historic battlefields, reports of historic events and estimates of public men and measures, treated

in the editorial spirit. Throughout all the studies this plan will be adopted, and both science and literature will be used to supply subjects training men in treatment and presentation. The news of New York will be employed in the last two years to train men in reporting, to school them in writing and to acquaint them with the life of a great city. Trials, the visit of the battleships, election, where the returns will be handled, large and small events will be used as assignments. The presidential campaign will furnish a text for editorial writing, new plays will be the subject of notices, the exhibition of the Academy of Design of art criticism, and new books of book reviewing.

When the women reach the third and fourth years in this course those who desire to prepare for the woman's page will have the opportunity in the School of Household Arts in Columbia.

The aims of the school have been excellently set forth by the late Joseph Pulitzer, by means of whose benefaction the school was founded. He wrote in his will, dated April 16, 1904: "I am deeply interested in the progress and elevation of journalism, having spent my life in that profession, regarding it as a noble profession and one of unequalled importance for its influence upon the minds and morals of the people. I desire to assist in attracting to this profession young men of character and ability, also to help those already engaged in the profession to acquire the highest moral and intellectual training." To attain these ends Mr Pulitzer in the spring of 1904 gave to the trustees of Columbia College one million dollars, and provided in his will for the payment of an additional sum of one million dollars.

**New York State School of Ceramics.** The New York State School of Clay-working and Ceramics affiliated with Alfred University is filling an important place in the field of applied science and commercial engineering, as the subject of clay-working is daily becoming more important. The State of New York contains vast deposits of clays and shales at present lying dormant. It also contains large numbers of young men and women who are seeking profitable employment. The work of the school is to bring these together. Chapter 383, Laws of 1900, provided for the construction and maintenance of the school, and in order to secure the necessary facilities for collateral branches of study, Alfred University was chosen as the location. Laboratories of chemistry and physics, libraries, museums of geology and natural history, workshops for manual training, and all the departments of general

culture' are available, so that the many and varied requirements of a liberal education are fully met.

Aside from training young men as experts in the technology of clay-working, and young women as designers for these industries, the school serves the State as an experiment station where clays are analyzed and tested for the owners of any clay or shale deposits within the State. An appropriation of \$25,000 was made by the Legislature of 1912 and a contract is already let for the construction of an important addition to this school. With the new addition and new apparatus which will be provided during the coming year, the capacity and efficiency of the school will be greatly enhanced. This is the only school of its kind in the State and is the second in the United States, Ohio having established a ceramic school earlier. Since the establishment of this school, however, about a half dozen other states have followed in the establishment of similar schools.

The courses of study which lead to a degree extend over a period of four years and embrace, together with the science, technology and art special to clay-working, such subjects as are the equivalent of the usual college course. Certain subjects are required, but the ceramic work is elective as to the particular branch of clay-working to be followed. The technical course is designed to qualify men to occupy positions as superintendents, scientific experts and ceramic chemists. The course in ceramic art is intended to fit the student for the designing and producing of artistic pottery. The course covers a wide field of art and letters in the belief that a successful artist must possess a liberal education. For the accommodation of those desiring to qualify as teachers it is permitted to elect psychology, history of education and pedagogy in place of other college subjects. An opportunity for practice teaching is afforded in the public schools of Alfred.

The attendance for the school was 39. The annual maintenance voted by the State approximates \$10,000.

**School of Practical Arts, Columbia University.** In 1912 the trustees of Columbia University reorganized the faculty of Teachers College establishing a faculty of practical arts and a faculty of education. The School of Practical Arts is under the immediate jurisdiction of the trustees of Teachers College and provides in the university system a new type of collegiate education uniting liberal with technical training. It is a school of full university grade, parallel to the colleges of the university; it enjoys all the privileges of university membership, and its graduates receive the credentials of the university.

It offers both to men and women who have completed a secondary school course, a program of study four years in length, equivalent to standards of admission and graduation to the traditional college course in letters and science. It includes in its program general cultural subjects, by which any particular curriculum may be enriched and extended, and offers, therewith, a broad and generous technical training, based on adequate instruction in science or the arts, by which the student may get a high type of vocational preparation in the varied fields falling within the scope of the school—in industrial arts, household arts, dietetics, institutional work, public health, fine arts, the art industries, music, and physical training. In cooperation with the School of Education of Teachers College, it prepares students as teachers in these fields.

The School of Education conducts all the work in education formerly offered by Teachers College and continues to provide for advanced students preparation for the university and college professorships or instructorships in education, and for work as supervisors, principals, and superintendents of schools, and as heads of academic or educational departments in normal and teachers training schools. It also provides professional training for teachers of both sexes for secondary, grammar, and primary schools, and kindergartens; and for special teachers of such technical subjects as the fine arts, household arts, industrial arts, nurses education, music, nature study, and physical education.

**Summaries.** In 1912 there were 184 students in Alfred University, New York State School of Agriculture; 967 in Cornell University, New York State College of Agriculture; 163 in St Lawrence University, New York State School of Agriculture; total 1314.

In 1911 the three institutions employed 138 instructors for 1068 students of whom 1062 were in regular courses and 252 unclassified. In 1912 the three schools employed 173 instructors for 1314 students of whom 1062 were in regular courses and 252 unclassified. In 1911 B.S. degrees were conferred on 79 students; in 1912 on 83 students.

In comparison with 1911 the agriculture schools show for 1912 the same number of institutions, 35 more instructors, 246 more students, and 4 more degrees conferred.

# IV

## THE STATE LIBRARY

PREPARED BY

J. I. WYER, JR

*Director of State Library*

During the year ending September 30, 1912, the State Library has been busy chiefly in buying a great many books and in preparing as many of them as possible for easy use when the Library shall be open to the public in all its departments in its new quarters. For use in buying books the following funds have been available:

Current book appropriations in the regular State Library budget for the year 1911-12.....	\$34 500 00
Special appropriation, chapter 901, Laws of 1911...	50 000 00
Special appropriation, chapter 521, Laws of 1912...	500 000 00

Of this total of \$584,500 the library has paid out in cash during the year ending September 20, 1912..	\$142 313 79
There are bills now on hand, awaiting payment....	26 279 41
Orders placed and outstanding.....	46 492 92

Total .....	\$215 086 12
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In spending so much money in the face of needs so great, the temptation naturally is to be led into high prices, ill-considered purchases and hasty buying. It is confidently believed that all these pitfalls have been avoided in our book-buying. This does not mean that no one can today buy any of the books bought for the State Library in the past eighteen months at a price lower than it has paid. But it does mean that our book-buying has been carefully planned in advance. The subjects to be incorporated in the new State Library have been definitely determined; and this program has been rigidly adhered to even to the point of rejecting books offered as gifts to the Library, refusing to consider books in subjects not within our field offered at very low prices, and in some cases even throwing out of the library books which were saved from the fire but which no longer come within its scope. A library may be made notable as well by the books it rejects as by those it

includes in its collections. It is the purpose of the State Library to give renown to its collections in any field which it enters, but to be very careful what these fields are.

It is believed that all our purchases have been at right prices. Our letter files are full of offers rejected, of negotiations looking toward better prices, of opportunities lost because prices seemed too high. It is believed, too, that advantage has been taken of the exceptional conditions under which the Library has been built up anew. Purchases of unusual extent and amount have secured correspondingly unusual opportunities. Special discounts have been secured for all exceptional purchases. Many thousands of volumes have been bought at public auction, where the fact that there is always a close underbidder carries the assurance of a right price.

In addition to books received by purchase, they have come into the new library from two other sources: from the large stock of duplicates saved from the fire and by gift and exchange. Thousands of duplicates, the exact number impossible to estimate, which were stored in quarters in the Capitol out of reach of the fire and in other buildings in Albany have been systematically sorted and from these there have been selected the items needed for the new library. The remainder have been repacked and stored, constituting a new duplicate collection which will be available when it can be again unpacked and classified, to repay the large debt the Library owes to other libraries all over the country for courtesies received in the way of exchange and gift. Soon after the fire very practical offers of assistance began to come from sister libraries, educational institutions and learned societies all over the world. In addition to sets of their own publications the suggestion was frequently made that among their miscellaneous duplicates there might be some of value to us. After our own duplicates had been examined and listed it was decided to take advantage of these offers. The Library has therefore sent its personal representatives to Chicago, Grand Rapids, Boston and a half dozen other New England cities, Washington, Baltimore, Philadelphia, Annapolis, Richmond, Princeton and Pittsburgh, who visited the leading libraries in these cities. The results of such a canvass can not be measured in volumes received nor even in the fine quality of sympathy everywhere shown. It shows clearly that certain classes of books can be had in this way that are not obtainable through the organized book trade. It shows the possibility of thus obtaining many rare and out of print books at from one-half to one-third the ruling trade and auction prices.



The field of public documents, national, state and city, is of special importance to a state library. These are not carried in the trade to any extent and when carried are sold at high prices. It was this class of books especially that came to light in the library visits described. In addition to the books obtained as gifts or by exchange as a result of this personal canvass, many were secured at low prices from libraries which for one reason or another did not feel free to part with their duplicates without at least a nominal return. Since the fire the Library has received by gift and on exchange account:

Bound volumes .....	61 794
Pamphlets . . . . .	113 811
Maps, charts, photographs etc. ....	1 349
Miscellaneous items, including manuscripts, blanks, forms, notes and samples .....	37 496
<hr/>	
Total . . . . .	214 450

In addition to these there are now on hand 170 cases of material which have not yet been opened and counted. There are no figures available as to the number of books that have been bought, and of these there are still between 100 and 150 cases which have not yet been opened.

From these figures a slight idea can be had of the magnitude of the work of reconstruction which has been under way for eighteen months. Before these books can be as thoroughly available as the contents of the old library, they must all be classified, cataloged, marked for the shelves, and thousands of volumes bound. These processes are the work of years. To catalog and classify books properly requires at a safe estimate ten times as many people as it requires to buy the same books. This means that the State Library must be in arrears with its cataloging and classification for years. This in turn cripples the efficiency of its public service. This condition can be remedied to a certain extent by additional help, but probably no number of new assistants that the Legislature will be willing to give to the Library will be sufficient to avert this heavy arrears of work. The Library should have at least twenty-five more assistants than before the fire, and even with this number can make but relatively slow progress in the organization of its new collections.

Until September 1912 all this work of reconstruction was done in widely scattered temporary quarters. At one time our book

purchases were stored in twelve different places in Albany, while many dealers and individuals were holding other books for us until we should have safe storage room available. Happily more than half of our material has now been brought under the roof of our new home, and the rest will follow before January 1913. Work in these temporary quarters was of course done at great sacrifice of efficiency. Not only was the staff separated, but the quarters occupied were in no cases designed for library work. The very lifting, carrying and moving about of books and furniture involved an enormous waste of time and labor. Several long and severe illnesses are directly traceable to the bad conditions under which it was necessary to work. All of this, however, is past, and for a month the entire Library staff and most of its collections have been installed in the Education Building. The law and legislative reading rooms are again open to the public. The law library opens with complete sets of all federal and State reports and side reports, with a complete set of the West reporting system, with the latest compilation of the statutes of every state and the annual or biennial volumes of session laws to date, with an unusual and nearly complete collection of textbooks, legal periodicals, miscellaneous legal literature and with extensive and unusual collections of English, Irish, Scottish and Canadian reports. The working attorney will find the law library as complete and serviceable for ordinary demands as before the fire. It is only the unusual reader, the special student in restricted lines who can not be always as well served as of old. In the legislative library will be found in addition to an extensive collection of material relating to subjects of legislation, the public documents of the United States government and of all the states, the journals, proceedings and debates of Congress and the official publications of all American cities with over 25,000 population.

The general reading room, the periodical room, and the medical library will be opened to the public about the first of the year. In connection with the general reference room a new line of work will be undertaken by the State Library of particular interest to schools and colleges in New York State, a line of work which the Library frankly acknowledges that in the past it has not met completely and with justice. This is the demand upon it from secondary schools and small colleges for help and material in debate work. More and more attention is being paid to organized debating. Inter-scholastic and intercollegiate leagues exist; special instructors are

engaged and regular credit given for work of this kind. Many schools and even colleges have library facilities wholly inadequate for such work. The State Library now proposes to maintain a special collection embracing the principal references on all questions that are prominent for current use in debate work. By means of these special collections, its traveling libraries, its use of all schools and other libraries as branches, it proposes to render all possible assistance to schools doing debate work. Students not too far away will be encouraged to come to the State Library where material requested in advance will be ready for them and a special assistant to see that their work is made as profitable as possible.

#### TRANSLATION OF DUTCH RECORDS

The work of translation of Dutch records, upon which Mr van Laer and his assistant are engaged, was interrupted by the fire, and until November 1, 1911, all of Mr van Laer's time was required in the restoration of manuscripts. From that date, however, the translation of the Dutch records has progressed with reasonable rapidity, greatly hampered on all sides by the lack of an organized reference library for consultation. Four volumes have been transcribed and translated. The translation, however, is not in final form but must be verified, corrected, smoothed out by the exhaustive study of reference books which are not yet available in quantity for use of the editor. Mr van Laer had finished the translation of the first volume which, with the original, was the only one of the twenty-three volumes of Dutch records that perished in the fire. There was saved, however, a manuscript translation of this same volume by O'Callaghan, imperfect and unsatisfactory, yet from this with the editor's recollection of his recent translation of the same volume, it seems likely that there can be restored a tolerable translation of this initial volume. Because of the lack of reference books for consultation and because of the intimate connection which exists in subject matter between the first four volumes of the records, it is not planned to print any of these volumes until they are all ready for publication. While many of the volumes were so damaged by fire as to make the work of transcription and translation exceedingly difficult and very slow, yet it is not thought that much important text will be lost. The result after a term of years when the work is finished should be a thoroughly creditable and nearly complete translation of these memorials of the earliest organized government in the State.

## MANUSCRIPT RESTORATION

Eight or ten people have been continuously engaged in manuscript restoration for nearly a year. It seems likely that about three-fourths of such manuscripts as can be mended or are worth mending have been repaired. Some of this work has been done, in the case of very precious and important documents, by the Emery Record Preserving Company of Taunton, Mass., but the greater part has been done by our own employees, originally instructed by William Berwick of the Library of Congress. As this work approaches completion and there is taken up the most damaged manuscripts, many of those saved are found to be beyond repair or so unimportant as to be not worth the cost of restoration. After the actual repairing has been done there still remain many months of work in copying certain manuscripts so fragile and faint that they can never be handled again by students; the indexing of the contents of tens of thousands of manuscripts, especially those containing the names of individuals; the development of a new classification for such manuscripts as remain; the preparation of type-written lists or calendars of manuscripts that are to be bound together; and finally the careful work of sorting and binding according to a systematic plan such manuscripts as lend themselves to this treatment. In working with these manuscripts it has been hard in many cases to decide whether the document in hand merited the expensive treatment necessary to preserve it. In cases of doubt, however, it has been felt that we were working with unique material, that the demands of the student of history are so varied and his approach to the materials of history is from so many different angles that it was best to be on the safe side and interpret liberally our own best judgment as to which documents were worth treatment and permanent preservation.

## SESSION LAW INDEXING

The State Library indexed the New York laws for 1912 according to the statutory provision which lodges this work with it. During the four years that the State Library has edited and indexed the session laws there has been no unfavorable criticism of the work done. It has been satisfactory to the State Bar Association and so stated in annual reports from its standing committee on this subject. The only adverse criticisms made have related to the slowness of the State printer and have not in any way reflected upon the speed or excellence which have marked the work of the State

Library. In doing this work there have been introduced certain features such as the cumulative table of laws repealed, a more extensive and intelligent system of footnotes and a better index which, while they have come in for a measure of appreciation, will it is thought be found increasingly useful as they become better known and more used.

#### ANNUAL INDEX TO LEGISLATION

For over twenty years the State Library has prepared an annual summary and index of the laws of all states. This is the only index of the kind issued in this country, and has come to be a thoroughly standard publication in great request and much relied upon not only by libraries, law schools, college departments of political science, but by lawyers and business houses. The manuscript for the years 1909-10, nearly ready for the printer, was destroyed in the fire. It has not been possible with but two expert statute indexers on the library staff and without the necessary books, to do this work over again. Our indexers have been busy with the session laws for this State and have prepared the annual summary for 1911. This leaves a gap of two years yet unprovided for and one which we can not bridge without additional expert assistance. A recommendation will be included in the library budget for 1913-14 looking toward the temporary employment of a competent statute indexer to do this work. Now that our law and legislative reference libraries have been restored, the books necessary to do this work are again available.

#### DISTRIBUTION OF GOVERNMENT DOCUMENTS

For many years the State Library has in an informal and at times rather an unsystematic way distributed State publications to libraries and educational institutions throughout the world, usually in exchange for similar publications. There are numerous scattered statutory provisions relating to such service. Custom and precedent have given form to other parts of this work. The whole matter is one of magnitude and considerable importance. The distribution of such State documents as are of real use and interest to other institutions should be generous without being wasteful, should be systematic and should be handled by the State Library according to law. Other states have arranged this matter by special legislation. The various statutory provisions touching it in New York State should be collected and should serve as the basis

for a statute which will secure an economical, sensible, systematic service in this matter. The State Library now distributes most of the State documents that are sent to libraries, educational and learned institutions. A law should provide that all distribution to such institutions should be centered at the State Library, leaving distribution to individuals in the hands of the members of the Legislature, through their document rooms or to the several departments of the State government. It ought not to be possible, as it now is, for a library or an individual citizen to secure six or more copies of the same document from as many sources without any two of the distributors being aware of the duplication. The Library expects to prepare a statute embodying its long experience and considerable study of the situation with the hope that appropriate legislation may be enacted at the session of 1913.

The present extent of this work of document distribution is shown by the fact that the State Library now regularly sends New York documents to 693 institutions in the United States, to 329 registered libraries in New York State and to 94 foreign institutions. This list, which has been wholly reconstructed since our similar records were destroyed by fire, is steadily growing and is not yet nearly so large as two years ago. To these 1112 institutions are sent such of the publications of the Education Department as they request and as seem appropriate, session laws, the Senate and Assembly documents and journals, the reports of the Court of Appeals and Appellate Division and many special documents, the distribution of which is assigned to the State Library by special act (like the Messages of the Governors), or of which the State Library requests a quota for distribution and exchange.

#### INDEXING

A good index is as important a part of a State publication as of any other book. The indexes to the Education Department publications are prepared by an expert indexer on the State Library staff and are believed to be good ones. The amount of this work that is quietly done each year is apt to be overlooked, and it seems proper to mention here that thirty-three indexes, many of them to the technical publications of the State Museum, were prepared last year. These indexes totaled 239 pages and the index to the annual report of the Education Department alone covered forty-seven pages. The excellence of the Education Department indexes has attracted requests for similar work from other directions, and the State

Library regularly prepares indexes to the printed volumes of the Governor's papers and, at the request of the State printer, the indexes to the sixty or eighty annual volumes of the Senate and Assembly documents.

#### STAFF

The work of this trying year of reorganization under exceedingly unfavorable conditions, often directly inimical to health and eyesight, could not have been so effective but for the faithful and zealous work of every member of the staff of the three library divisions. Probably never again will it become necessary to call upon the members of the staff for such heavy, unusual, and often distinctly unpleasant work as they have done in the past year. Indeed it has seldom, perhaps never, been necessary to call upon them for this work. It has been volunteered and performed in due course as part of the day's work, and almost always with admirable spirit.

There have been thirteen resignations from the staff of the Library during the year. Three young women, about the usual number, have married; four have been transferred to other departments of the State service; two to other divisions of the Education Department; three have been called at better salaries to important library positions in other cities, and one has been dismissed for inefficient service. The losses by transfer, while it is possible to construe them as definite tribute to the efficiency of people trained in the Library, are nevertheless larger than could have been wished, larger, indeed, than would seem to be necessary if the rules of the Civil Service Commission could be modified to require a longer time after transfer before increase of salary. Many State Departments, when they must find an assistant seem to prefer to take one from the staff of the Education Department by transfer rather than to do as the Education Department itself does and takes one from the regular eligible lists provided for use in such cases. When to this tendency is added the fact that salaries in minor positions are conceded to be lower in the Education Department than in any other and promotion slower, it puts us at a disadvantage in securing and retaining efficient workers.





## V

# THE STATE MUSEUM AND SCIENCE DIVISION

PREPARED BY

JOHN M. CLARKE

*Director of Science and State Museum*

In rendering the annual account of the procedure in this division during the past fiscal year, it seems well to defer in some measure the summary statements usually given of work done and to ask special attention from those who may read this report to the requirements of the real educational functions of this organization. Year after year record has been made of the advance of work along the several lines of scientific inquiry and conservation legitimately pursued by it. Data of scientific worth and moment have annually heaped up on the vast accumulation of like facts which the many years of previous work have brought forth; publications have issued in unbroken streams, in which some part of this accumulation of knowledge has been digested and set forth so as to take its proper place in the fabric of science. All the work done and the work begun, whatever its outcome, is to have its final bearing on the progress of the knowledge of this State and its natural resources, howsoever remote its immediate relation thereto may seem.

Not for a single instant has the attitude of the controlling influence in the Department, judicially reflecting the underlying sentiment of the State, intimated a purpose to restrain or curtail investigations in those lines of pure and applied science here carried on; on the contrary this influence has substantially favored and appreciatively encouraged all this work, in geology, paleontology, mineralogy, botany, entomology, zoology and archeology; the proper fields of science which this division covers. Such indeed has been the historic attitude of the State toward this work and such without question it is likely to be.

This Division of Science, during its long existence of seventy-five years, has rolled up a monumental record of the varied scientific resources of the State, embodying facts and factors which have modified and added to the total body of science in ways that it would

now be difficult to estimate. The State of New York has become classic ground of these scientific branches and its fund of records is in keeping with the vastness of its natural wealth. There could be no justification for any cessation in these activities, whether they pertain to pure or to applied science. The mining production of this State has increased by 3000 per cent since the inception of the Geological Survey. The control of insect depredations upon the agricultural and forest crops of the State becomes annually of greater moment to the people with the yearly enlargement of the crops themselves. The conservation of all our native fauna and flora is a problem of growing concern.

These are but items in the progress of results, but it may be said with security that never in its history has this Division of Science been of more immediate usefulness to the progress of the people nor its contributions in pure science of more moment to the philosophy of life. The solution of every problem of science brings with it new and larger problems. The bell never rings on scientific progress and research — if it does, in a State like this, it is a knell that tolls for death and decay. There lie before us today in these various fields of research larger problems, more deeply fraught with the welfare of the commonwealth, more intimately concerned with the inspiration and uplift of the citizen, than there have ever been.

But in an evident and pregnant sense we have now come to a turn in the road. This division is, and has long and properly been, a part in the University of the State and the Department of Education; and as such its ideals of research have never faltered or been contravened. Now, in virtue of the equipment for it of extensive museum halls, it enters by force and by preference into more immediate and direct touch with the citizens. The burden is laid upon it to bring home to the people, by visual appeal, the meaning of all that has been said and done in science during the years past. The "State Museum" has long been a statutory designation, intimating scientific collections brought together for the exposition of our natural resources but in reality implying and covering the investigations of these resources themselves. At no time in the history of the organization has there been an adequate museum *locus*; not once in all its career have the people been able to come into actual touch with the materials on which the published scientific works have been founded or to learn through their own eyes the real meaning of the operations and of the resources of nature which have been portrayed on the thousands of pages and plates of our public reports.

The fact that this time has now arrived, that capacious museum quarters are about to be fully equipped for the reception of the material objects of science, brings, in effect, a new function to this division — that of making an efficacious and prolific contribution to the education of the people into these sources of knowledge, in a building devoted throughout to the official diffusion of knowledge.

There are certain aspects of this new function of the division that are proper in this public report at a time when the equipment of this museum of science lies just a step ahead. The first of these, first in significance to those on whom this large duty devolves, is the fact that thus far the Museum has been the repository of the materials brought together by men engaged in the solution of scientific problems; these materials are not in any large sense conspicuous objects, carefully selected for special purposes of display, or to tell their own story. The collections of the Museum are very large, as state museums go, but if this large amount of material now contained in thousands of boxes, drawers and cases, was to be so divided that one part should comprise all that conveys ideas to the expert, and the other all that would arouse the interests of the inexpert, the latter would be but a slender fraction of the whole.

In the science of paleontology, a science of which the State of New York has for years been the especial patron, this fact is pre-eminently true. The Museum resources herein are large, but of this large accumulation there is only a small part that can be made to tell its fascinating story to the uninitiated. To consider for a moment the demands of this science alone, and its place in a museum: the people of the State have a right to know what it is all about and why so extraordinary encouragement has been given to its prosecution; how it is that the State of New York has acquired its repute as the exponent of this science, and, if it is true that more is known of the paleontology of this State than of any equal area of the world (as has been said by a distinguished French geologist), where is the proof of this outside of published documents. There are no mysteries in science and the fruits of this knowledge are the property of the people who have paid for them. There is thus laid upon this division the acquisition of materials in this field of science, that will tell the story of the life in the seas and on the lands of ancient New York, its beginning, its development and its outcome, and tell it in a way so lucid and intelligible that the visitor to the Museum can read it and learn it. No good thing, therefore, that can make clearer the wonderful history of life in this part of our ancient earth, and so help to enforce the broader lessons of the

life from which we have derived our own existence, can be sacrificed or neglected, for so simply gross a reason as that appropriations available for this work are inadequate. A scientific specimen in a laboratory and such a specimen in a museum are of two vastly unlike qualities. The one tells its story to the expert, the other must be made to tell its simple and clear story to the larger world.

What has thus been intimated with reference to this science of paleontology may be said with equal appropriateness of all cognate sciences. Each has its meaning as a factor in the education of all the people.

It is to this factor that the State Museum must now address itself. In so doing, to effect the real educational purpose of this Museum, to bring into sympathetic play with the scientific purpose of the organization the natural interests of the people in the works of nature, to meet this enlarged opportunity for service, substantial aid must be afforded.

A half million citizens of this State visit the seat of government every year, some on business and some on pleasure, and the capital, among its other attractions is now to present to them a public museum — the museum of the people themselves. It is needless to speculate as to what percentage of visitors will direct their footsteps to this place. It is not the purpose of the administration of the State Museum to offer to the visiting public a show of "curios," "petrified toads," "a piece of the apple tree at Appomattox," or a series of discrete and incongruous objects without rationale or consecuity. It is its purpose to bring through the public eye into the public heart the concerns of the natural resources of the State, the stories they tell, the business they record, the possibilities of commercial development they carry, the welfare and protection of the life that constitutes our native fauna and flora; to portray the development of the State from the beginning of its geography and with it to depict the course of its life through prehistoric stages up to the day of our aborigines with their multifold activities and culture; and so into the borderlands of actual history.

Indeed the State Museum ought well and appropriately to go farther and carry its distinctively human side into the relics of our actual history and its diverse developments, an aspect of the proper functions of the State Museum which the director has frequently urged but for which no financial provision has yet been made.

Enough has been intimated in the foregoing in regard to the educational purpose of the State Museum to make way for the conclusion that such functions can not be realized without a liberal support from an intelligent community. The State of New York can make what it will of its State Museum—a storehouse of scientifically important but educationally arid facts, or a conservatory of inspiring and uplifting knowledge of its natural resources. To elect the latter as a deliberate policy of the Education Department is of necessity to supply the Education Department with the requisite funds to do it. It is in all respects a question of funds, for neither competent and enthusiastic men nor adequate materials are wanting for such an end.

It is therefore most proper at this juncture in the history of the organization to direct public attention to these requirements if the real purpose of the State Museum is to be assured.

Though it has been the policy of the State heretofore to encourage these several lines of scientific research, it has not been its policy to give hearty support to the development of its Museum. The State Museum as a depository of natural resources has been rather tolerated than espoused. Its collections have come to it incidentally to other activities rather than purposely and for definite educational ends. The State Museum does not compete with the great civic but privately supported museums of this country and this day. Its field is not the world, but the State of New York. It should not attempt to exploit the world for its materials or for its educational purposes, but it should exploit the State of New York to its utmost, in order to set before the citizens of the State a conception of its natural resources and of the large scientific problems arising from them. Conceding that its field is wisely restricted to the boundaries of the State, the State Museum should certainly have just as generous and substantial aid as is so freely given today to the private museum by the private patron. It is not enough for New York merely to recognize the fact that the State Museum exists simply because other states have created and recognize their museums. Nothing is enough for the proper pride of the State and its citizens except that this State Museum shall be of the best and an effective arm of the educational service. It is not enough that the State Museum shall attempt to exercise its proper function with only the materials which may properly be designated as the accessories of its scientific researches. Nothing less than the best the State has is good enough for its people, and to permit this

Museum to impart its instruction with less than the best, is to affront the people. The Museum of the people of this State should be of such quality as will bring credit to a State which has established a pioneer record for effective scientific research.

An illustration here is in point and immediate. The portrayal of the life and culture of our aborigines, the Iroquois Confederacy, is one of the living functions of this Museum. In the Capitol fire a large part of the historic Indian collections were destroyed, some ten thousand specimens. The loss must be made good, so far as it is possible to do it. Time quickly wipes out records of the past. The Indian relics which were so common and perhaps so little valued in our boyhood are becoming scarce. The Iroquois Confederacy belonged to the State of New York, and is a momentous part of its history; it stood between the French and English cultures on this continent and kept the United States and Canada from becoming colonies of France. Every relic of this ancient culture now left among the citizens or in the soil should become the property of the State, and that too as quickly as possible. These relics are records as valuable as books, and the generations to follow us will justly pass condemnation upon us if we allow them to pass into obscurity and forgetfulness.

Moreover, the State Museum should be recognized as the State's single and proper depositary of scientific natural objects. The people should understand that here is where they may come for all information upon the natural products of the State. It is bootless and confusing for the State to maintain a collection of scientific objects in Letchworth Park on the Genesee river, a few cases full of birds and fishes in connection with one administrative department, and perchance of seeds and soils with another. Museums require today a high grade of technical service for the proper conservation of these materials. Such minor side efforts soon degenerate from lack of proper and intelligent care and involve an expenditure of public money for no good purpose.

Notwithstanding the support which has long been given to the work of the State Museum, its light has been too much under a bushel, it has had too much of the closet, has been too esoteric perhaps in its indifference to public appreciation. Its influence should reach to all the people. Yet it is well to record here the fact that a long and distinguished body of citizens have personally given their indorsement and support to its work; as witness

the five hundred members of the *New York State Museum Association*, men of influence and distinction in all sections of the State.

#### DIVISION ACTIVITIES

During the past fiscal year some part of the usual field operations of the staff of the Science Division has been curtailed in order to meet the additional expense thrust upon the division by the operations preliminary to removal of the scientific materials to their new quarters. At the date of this report actual removal has not commenced but lies in the immediate future and the actual condition of the collections is now such that their transportation can be effected without delay or damage. Further than this it has seemed wise to utilize the opportunity and some part of the available financial resources of the Museum to prepare and complete special objects and groups of objects of conspicuous worth and interest for prompt and ready display. These preliminary preparations have not been inexpensive. They have involved the dismembering and packing of large skeletons such as the whale, the mastodon, elephant, Irish elk, and the entire series of lesser skeletons which could not be transported in their mounted condition. They have further involved the preparation of series of large models in plaster of especially noteworthy objects, the very particular packing of the State's extensive collection of birds and so on through the more delicate materials pertaining to the Museum. By the liberality of the Legislature, urgently solicited by the Commissioner of Education, provision has been made for the construction of cases for all the Museum collections on specifications which will make them of most modern type. This fine equipment will permit the Museum to leave behind it the antiquated and uninviting cases which pertain to its past career. The planning for this equipment has involved close and arduous study and has called for the continued attention of all members of the staff.

Notwithstanding these immediate internal duties of the division the lines of scientific research which properly pertain to it have been forwarded along their usual channels. The subjects which have engrossed the attention of the members of the staff have been somewhat diverse in character. The mineral springs at Saratoga have been the subject of close investigation as to their origin and an elaborate report thereupon has issued. The study of the geographical development of the State has reached a point

at which it has been possible to issue during the year a series of maps indicating the condition of New York at various stages during the period of the retreat of the great ice sheet. The mineral industry of the State has received special attention and lines of possible future development of this industry have been indicated in the annual report on the Mining and Quarry Industry. It is a part of the business of the State Geologist to execute a geological map of the State and this work has been in progress for a number of years, the base of the map being on the scale of one mile to the inch. This work has made a decided advance during the last year and the area of the State covered in this very great detail now approaches 20,000 square miles. Probably in no State has the plotting of its geology been carried on so minutely over so large an area. Of special interest also has been the work of the State Entomologist in his efforts to control the depredation of the many insect pests that are damaging the agricultural and native forest crops of the State. In this line this official has been very diligently occupied and with advantageous results. To specify somewhat more particularly but briefly the field that has been covered in the various sciences that legitimately pertain to this division, the following synopsis will serve.

### GEOLOGY

**Areal geology.** The additional quadrangles completed in western New York are those of Brockport, Hamlin, Albion and Oak Orchard. Preliminary control has also been made in the Medina and Ridgeway quadrangles. In the Adirondack region the Lake Pleasant quadrangle was surveyed and completed and the final report rendered on the geology of the North Creek quadrangle. These last two are regions of difficult geology and of very marked scenic interest. In continuation of the survey previously begun in Dutchess and Westchester counties and in more immediate connection with the geology of the Poughkeepsie quadrangle, the work has been carried eastward into the Clove quadrangle and that sheet has been mapped with reasonable detail.

**Surficial geology.** The foregoing investigations have pertained wholly to the rock geology of the State. Work has also progressed in the solution of the topographic or surface geology partly in the Black river, Mohawk and Hudson valleys and partly in and about the Saratoga region, which afford new evidence of a complete invasion of marine waters during a late stage in the



history of the State. This invasion extends from the St Lawrence river by way of Lake Champlain to the mouth of the Hudson. A report has been printed during the year on the surface geology of the Schenectady region and another is awaiting publication on the region from Schuylerville northward.

**Industrial geology.** Much attention has been given during the year to the study of the building stones of the State with reference to the publication of a monographic report upon them. The present investigation has covered the granites, syenites, gneisses, trap and marbles and necessary examination has involved numerous physical and chemical determinations in the laboratory.

**Mineral statistics.** The current developments and production of minerals are summarized each year in a separate report of which the latest issue gives the statistical canvass for the year 1911. This report indicates a generally reactionary trend of mining activity incidental no doubt to the prevailing economic conditions throughout most of the country. There was a decline of about 10 per cent in the value of the aggregate production. Besides the usual notes on the various industries this report includes a description of new or little known occurrences of feldspar and articles relating to the talc and zinc deposits of St Lawrence county which are attracting considerable interest at the present time.

**Seismographic station.** The seismographs in the State Museum have registered a number of earthquakes during the year but the records have been less frequent and include fewer notable disturbances than in the years preceding. It was apparently a period of very moderate seismic activity. An exchange of other records with this country and abroad has been maintained. The comparison of records thus obtained has brought out rather strikingly the fact that our station is inferior to most other stations in this part of the country in regard to its equipment, although it represented at the time of its purchase one of the best available types. Improvements have been rapidly made in these devices which add greatly to the sensitiveness of the machine, the most recent patterns registering disturbances which have no comparative influence upon our instruments. A great advance has been made also in the timing apparatus. With this relative impairment in the efficiency of the station the field of its future usefulness will be circumscribed unless an improved equipment is secured.

## PALEONTOLOGY

For a number of years past report has been made of the progress of the monograph on the Eurypterida of New York, extinct creatures that have an extraordinarily close bearing upon questions that pertain to the origin of vertebrate life on the earth and of which the ancient New York waters seem to have had a larger share than all other waters of the earth. This work is now completed after many years and will probably be given to the public by the time the present statement is published.

Other lines of paleontologic work have also progressed together with many interesting discoveries in the field which will all take their proper place either in the Museum collections or the Museum publications.

## ENTOMOLOGY

The experiments of the last three years against the codling moth have been continued and also checked by a study of yields in commercial orchards. The results have been very satisfactory and show more fully the possibilities of one thorough spraying in the Hudson valley. The work of the recently discovered pear thrips, a pest capable of blasting the entire crop under certain conditions, was investigated and studies made of a number of other fruit tree insects of less economic importance. Interesting records were secured concerning the fall army worm and the remarkable flight of the cotton moth. The development of serious injury in several orchards sprayed the preceding fall with oil preparations led to an investigation of the trouble and a confirming of our opinion of the danger incident to the use of oils on dormant trees, especially when the application is made in the fall. Outbreaks of the Hessian fly in western New York, of white grubs in the upper Hudson valley and the continued destruction of trees by the hickory bark borer in the vicinity of New York City were studied and much information of practical value secured. The shade tree problem continued to receive due attention. A common blow fly and a flesh fly were studied under controlled conditions for the purpose of obtaining accurate data upon their development. In cooperation with the Division of Visual Instruction, an excellent and somewhat extended series of photographs, mostly of injurious or common insects, has been secured. The classification of the large collections has proceeded as in former years. The series of plant groups designed for the new exhibit collections is nearly complete.

## ZOOLOGY

At the beginning of the fiscal year, while most of the study collections of the zoology section were ready for removal, only a beginning had been made in taking down the exhibits. The extensive collections of shells in the drawers under the exhibition cases still remained to be packed. The preparation of these for removal, as well as that of the exhibition series of shells, proved a difficult task, as they were all stored in uncovered paper trays with loose labels, sometimes one hundred or one hundred and fifty trays in a single drawer, and in order to prevent mixing of the shells and labels each tray had to be wrapped up separately. This work occupied such time as the zoologist and taxidermist could spare from the routine duties of their positions during the entire winter and much of the spring.

As it later became clear that delay in delivering the cases in the new quarters was to be anticipated, the necessity of so packing the mounted birds and mammals that they could be not only moved but safely stored for a considerable period became very evident. This work had been nearly completed at the end of the fiscal year. These specimens were previously cleaned and in many cases repaired by the taxidermist, so far as time permitted. Not only the series of wild birds, but the large collection of domestic fowls were packed in boxes, except the larger specimens, which were wrapped up for protection and will be moved separately. The services of Mr C. E. Mirguet, formerly of Ward's Natural Science Establishment, and now in the employ of the National Museum at Washington, were obtained for taking down and cleaning the collection of skeletons, including those of the fin-back whale, elephant and other large specimens.

Although the Museum was not officially opened to the public, people desiring to see the collections were not excluded from the exhibition rooms until the dismantling of the exhibits had progressed so far that it was not for the interests of the public nor practicable for the progress of the work to permit visitors, the exhibition rooms being required for storage of the packed material.

The more important accessions to the zoology collections which were made during the year include additions to, and replacement of poor specimens in, the collection of mounted birds, several large casts from Ward's Natural Science Establishment, and donations of series of North American land and fresh-water shells.

## ARCHEOLOGY

The work of the year has consisted mainly of preparing the collections for exhibition in the new quarters in the Education Building. The work of cataloging and identifying the specimens rescued from the Capitol fire has consumed a considerable portion of the attention of this section as has also the packing of specimens.

Several additional casts of Indian figures for the ethnological groups have been made by the sculptor and one large background painting finished by the artist. It represents the Nichols Pond site, the scene of Champlain's attack on the Oneidas in 1615.

After careful inquiries a fine example of an Iroquoian bark house has been secured.

Ethnological research has followed for the most part the continuation of the study of the codes of Dekanawideh. These are the wampum laws of the Iroquois confederacy. Some interesting notes have been added. The Code of Handsome Lake, an exposition of the modern religious system of the Seneca, has had further additions made and with some editorial comment been transmitted as a bulletin of the Museum.

There has been no field work in archeology during the year, but a number of valuable specimens have been added to the collections.

## PUBLICATIONS

The list of scientific publications issued during the year is given under another title. These are on a variety of topics covering nearly the whole range of the scientific activity of this division. They embrace 1580 pages of text, 206 plates and 21 maps. The labor of preparing this matter, verifying, editing and correcting is onerous and exacting and taken altogether excellently indicates the activity and the diligence of the staff of this division.

## VI ADMINISTRATION

PREPARED BY

GEORGE M. WILEY

*Chief, Administration Division*

During the past year the work of the Administration Division has been characterized by two features: in the early part of the year by the difficulties of carrying on the Department work in an efficient manner in remote and separated temporary quarters, and in the latter part of the year by the problems of reorganization and readjustment in the occupancy of the Education Building.

In the midst of these conditions the routine work of the Department has gone forward quietly but effectively. The entire staff was transferred from the various temporary quarters to their permanent location in the Education Building with practically no interruption to Department business, and with the loss of little or no time on the part of any employee. The credit for this rapid readjustment belongs to no one division. It is due in great measure to the excellent spirit of cooperation shown by everyone, and to the efforts of each division to assist in the actual work.

It became evident early in the year that the various floors of the new building must be occupied promptly if the Department divisions were to be ready for the dedication exercises in October. The first offices available were those of the Commissioner of Education and of the Assistant Commissioners and the administration offices on the first floor. These rooms were occupied during the week of August 15, 1912. The State Library was hurried into rooms on the third floor and large quantities of books were placed in the basement of the new building during the last week in August, as the leases of temporary quarters occupied by the Library expired September 1st, and no funds remained to pay rental. All this was done notwithstanding the fact that the contractors had not completed the second floor for occupancy; in fact it was not until October 1st, only two weeks before the date fixed for the dedication exercises, that the work

on the second and fourth floors with their mezzanines was sufficiently advanced so that this space could be occupied by the various divisions assigned to it. These facts will be of special interest to those who visited and inspected the building during dedication week, and will give some general idea of the vast amount of work done during the few days preceding that event.

At the present writing all divisions of the Department are permanently located in their quarters in the Education Building, with the exception of a few members of the staff of the State Museum, who are still in their quarters in State Hall.

The great advantages to the entire Department in having all the various divisions together and under one roof are so broad and so far-reaching that it may seem futile even to mention this fact here. However, the Administration Division, with its varied activities, must be almost the first to feel the tremendous results of the completion and occupancy of the Education Building. The responsibilities of those who are members of the Department staff during these days are vastly increased, and the State may justly hold every employee accountable for his use of the new building.

#### EQUIPMENT OF EDUCATION BUILDING

To the furniture and equipment necessary for the various offices in the Education Building were given considerable thought and study. The drawings and specifications for the special furniture for the Regents chamber and the library reading rooms were prepared by the architects of the building, Palmer, Hornbostel and Jones. The contract for this furniture was awarded to John Wanamaker of New York.

The designs and specifications for the cases for the Museum halls were prepared in the office of the State Architect. The contract was awarded to George W. Cobb, jr, of New York.

For the regular office equipment it was thought unwise and unnecessary to depart from regular stock designs. This furniture included desks, chairs, tables and files. Tenders were received from nearly all the leading dealers and samples submitted for inspection. After most careful consideration and on recommendation of a special committee the contract for desks, chairs and tables was awarded to the Derby Desk Company of Boston, the wood filing cases to the Yawman and Erbe Manufacturing Company of Rochester, and the steel filing equipment to the General Fireproofing Company of Youngstown, Ohio.

The large part of the filing equipment throughout the offices is of steel construction. This includes the general files, the cashier's office, the office of the editor and proof readers, the store-keeper's room, the entire equipment of the Examinations Division, shelving in all storage rooms, all special cases and open shelving, in addition to the vast stack equipment of the State Library.

The following summary of the furniture contracts for the office equipment may be of interest:

George W. Cobb, jr, museum cases.....	\$68 798 00
John Wanamaker, special furniture, Regents chamber and library .....	23 292 00
Black and Boyd Mfg. Co., electrical equipment for special furniture .....	24 387 00
Library Bureau, catalog room.....	4 515 00
General Fireproofing Co., steel filing equipment.....	29 472 77
Yawman and Erbe Mfg. Co., wool filing equipment.....	9 742 10
Derby Desk Company, desks, chairs, tables.....	12 877 25
Randolph McNutt Company, auditorium chairs.....	3 352 80
W. M. Whitney and Co., shades.....	2 135 00

In addition to the equipment as listed above we should not fail to add that the desks and chairs for clerks throughout the various divisions of the Department were manufactured by the State Prisons Department. It is a pleasure to add that this part of the equipment has been eminently satisfactory in every respect. The rugs for the various offices are being furnished by William H. Frear and Company of Troy, N. Y.

There were many important items of furniture equipment omitted from the original orders because of the lack of funds. While this part of the necessary furniture will be temporarily delayed, provision for the same must be made at an early date. Among the more important items referred to above may be mentioned the steel equipment for the manuscript section in room 138, steel cases in room 326 for the use of the Division of Public Records, map and chart cases for the Science Division, and linotype machine and other modern equipment for the printing room of the Examinations Division. There are many other items of equipment which have been requested by the various divisions but which were necessarily omitted from the original contracts. Nearly all, however, must be provided eventually or the efficiency of the Department will be thereby impaired.

## DEPARTMENT FINANCES

During the fiscal year ending September 30, 1912 the total expenditures of the Department were \$7,571,631.03. Of this only a small amount was expended for administrative purposes within the various divisions. The large part of the appropriations to the Education Department are apportioned to the common schools and high schools in villages and cities, as well as to libraries throughout the State.

The total amount paid during the past year for salaries in the Department was \$348,855.67; for purchase of books for the State Library \$143,215.34; for printing \$39,109.99; for postage and transportation \$25,264.19; for traveling \$21,110.97; for temporary services \$15,011.16; for care and cleaning \$13,094.29; for general office expenses \$12,155.88. The total of these and all other items which should be classed as administrative or inside expenses amount to \$779,666.73.

During the same period the apportionments to common schools were \$5,029,146.61; to academies and union schools \$669,489.03; for training classes \$125,000. The expenditures for normal schools were \$701,507.08; for salaries and expenses of district superintendents (January 1 to October 1, 1912) \$221,383.13. The total of all outside expenditures represents approximately 90 per cent of the budget of the Education Department.

The fees received from all sources during the year and turned over to the State Treasurer were \$76,935.59, an increase over the preceding year of \$9,917.81.

The system of accounting and bookkeeping in operation in the cashier's office, while complete and well adapted to the needs of the Department, must be modified at an early date so as to render available on the instant any possible item regarding any account or entry. This is true in great measure at present but not in the degree desired. As an illustration of what is desired we may state that while the books give a complete statement regarding the expenditures for printing, and the budgets show in detail each item as ordered, the books in the cashier's office do not show at any time the amount expended for each of the various divisions for this purpose. The card records kept in the printing section give a check against each division as to quantity; the records in the cashier's office should give a similar check as to cost.

With the occupancy of the new building an accomplished fact, the mailing room becomes one of the most important centers of



activity. The head mailing clerk and his assistants must prove equal to a large task if the Department is to be properly served, as it must be. The service of this room must reach out promptly and efficiently to every division and if necessary to every room of the building. All mail deliveries and collections must be prompt. All orders or sendings must be executed immediately. This means not merely messenger service but intelligent clerical service with initiative.

#### CARE OF EDUCATION BUILDING

Not the least of the problems to confront the Administration Division was the organization of the necessary force properly to man and care for the new building. The most important position to be filled was that of chief engineer. The Department was most fortunate in securing the services of a man who has had wide experience in various phases of engineering work, and also has had the advantage of technical training. He has supervision over the entire operating force.

The engineering staff when in full operation will consist of 1 chief engineer, 1 assistant engineer, 3 watch engineers, 1 plumber, 1 helper to assistant engineer and plumber, 1 electrician, 1 helper to electrician. No one who is not well versed in mechanical equipment in large modern buildings can appreciate the demands upon the engineering force. There is a grave responsibility upon those in charge of the Education Department to secure a competent and adequate force for this work. The initial steps in this matter have been taken only after most careful thought. We must have a degree of intelligence and initiative in this part of our work which will always reflect to our credit and compare favorably with the best service of this character elsewhere.

#### EMPLOYEES

There have been some slight additions to the Department staff during the year. In the Commissioner's office there has been added temporarily a typewriter copyist for the purpose of transcribing and copying the minutes of the early Regents meetings in order that these may be published in book form. In the State Library there is an increase of eight employees, made necessary by the cataloging of the large purchases in reestablishing the Library and restoring manuscripts injured in the Capitol fire. One clerk was added in the Administration Division to assist in the cashier's office. In the Attendance Division there is an addition of one employee;

in the Statistics Division, two employees; and in the Division of Vocational Schools, one.

The number of employees in the various divisions of the Department at the present time (October 1912) is as follows:

Commissioner's Office.....	16
State Library.....	83
State Museum.....	25
Administration.....	24
Attendance.....	5
Educational Extension.....	17
Examinations.....	68
History.....	5
Inspections.....	16
Law.....	2
Library School.....	5
Public Records.....	3
School Libraries.....	3
Statistics.....	8
Visual Instruction.....	8
Vocational Schools.....	5

In addition to those listed above there are five employees on the engineering force; five clerks doing special work in connection with the restoration of manuscripts; seven employees in the Pharmacy Board; an inspector of nurse training schools, and one stenographer; a secretary of the State Board of Medical Examiners, and a stenographer; three lecturers at farmers institutes, and twenty-three employees in the janitorial force. The total number of employees at the present time is three hundred thirty-six.

The usual routine of the division, which has only been touched upon in the preceding summary of the year's activities, must not be overlooked. The division keeps a detailed record of the service of every employee, conducts all correspondence with the Civil Service Commission relative to new appointments and promotions of employees, certifies to all budgets before payment, prepares the annual budgets of the Department for the appropriation and supply bills, and attends to general matters of executive detail both in correspondence and in administrative routine.

The responsibilities and duties of the Administration Division have not been decreased with the occupancy of the Education Building. The additional duties have been undertaken with only one thought, that of service; it is only as this division fully performs every function that the entire Department can be of the greatest service to the State.

## DEPARTMENT PRINTING AND PUBLICATIONS

Additional demands are made from year to year on the editor and the printing clerks but fortunately we seem to be quite able to meet the responsibility. The volume of printing grows automatically, notwithstanding every check which is brought to bear and the minute scrutiny given to each individual requisition. During the year the total amount expended for printing was \$39,109.99. Of this amount by far the larger part is used for printing in connection with the carrying on of outside activities. Only a small part is actually expended for printing in connection with office administration.

The subject chosen for the Arbor Day Annual was "Fruit Trees of New York." The volume was illustrated profusely, showing fruit culture in the great fruit regions of the State. Four color plates added much to the appearance and value of the book. The courtesy of the authors of the following articles made the publication a real contribution to the literature of this subject: "The Fruit Tree," L. H. Bailey, director, State College of Agriculture, Cornell University; "Fruit Production in New York," Calvin J. Huson, Commissioner of Agriculture; "Orchard Management," U. P. Hedrick, horticulturist, Agricultural Experiment Station, Geneva, N. Y.; "Cross-pollination of the Pear and Apple," Henry M. Dunlap, vice president, American Pomological Society; "The Care of Fruit Trees," B. J. Case, ex-president, New York State Fruit Growers Association.

For distribution at the dedication of the Education Building there was compiled a handsome brochure as a souvenir of the occasion. It is indeed one of the most creditable publications issued by the Department in recent years and reflects much credit on the editor. It is profusely illustrated with cuts of the Education Building, the Washington relics, and rare manuscripts in the possession of the Department. The articles treated are as follows: "The State Education Building — Historic and Descriptive," "The Progress of Education in New York," "The New York State Education Department."

The more important books, bulletins and handbooks published during the year are given below. In addition, there was printed a large number of blanks and circulars, as indicated by the appended table. The total number of copies of all printed matter, excluding stationery, shows an increase of 321,098 over the preceding year.

## GENERAL

- Annual School Meetings, Teachers' Contracts, Contracts between Districts, and Teachers' Pensions  
Arbor Day Annual 1912: Fruit Trees of New York  
Compulsory Education Law  
Cooperation of the State Historian with the Teachers of History in the Schools of the State  
Discussion on the Compulsory School Attendance Law  
Education Law 1910 as amended to July 15, 1911 (Department Bulletin 499)  
Education Law 1910 as amended to May 1, 1912 (Department Bulletin 512)  
Educational Legislation of 1911  
Educational Legislation of 1912  
Examination for State Scholarships in Cornell University 1912  
Index to Journal of Regents Meetings, May 15, 1908 — February 22, 1912  
Journals of Regents Meetings  
Lantern Slides: Art (Department Bulletin 502); Geography and Travel — United States and Its Possessions (Department Bulletin 503); Geography and Travel except United States and Its Possessions (Department Bulletin 506); Natural Science and Nature Study (Department Bulletin 501)  
Organization and Institutions (Handbook 24)  
School Buildings, Sites and School District Bonds  
Slides and Photographs: American History to 1763; American History — The Struggle for Independence (Department Bulletin 515); George Washington; Iron and Steel Industries; Naval Stores; Schoolroom Decoration; Special Rural School List; The Bermudas  
The Law and the Rules of Practice relating to Appeals to the Commissioner of Education (Handbook 1)

## ELEMENTARY EDUCATION

- Addresses before the Rural Education Section of the New York State Teachers Association: What Is Expected of District Superintendents; The Obligations and Opportunities of District Superintendents  
An Annotated, Graded, Classified and Priced List of Books Suitable for Elementary School Libraries (Department Bulletin 513)

Care of School Equipment (Handbook 30)  
Course of Study and Syllabus for Elementary Schools 1910  
(Department Bulletin 471)  
District Superintendents for the term ending August 1, 1916  
Regulations Relating to Teachers Certificates (Handbook 7)  
State Normal Schools (Department Bulletin 505)  
Teachers Training Classes (Handbook 29)

## SECONDARY EDUCATION

Farm Mechanics and Drawing Syllabus for Secondary Schools  
(Department Bulletin 500)  
Minutes of the Sixth Annual Meeting of the New York State  
Examinations Board, December 9, 1911  
Regents Rules Relating to Examinations  
Suggested Lists of Books and Helps for History Classes and  
History Teachers in Secondary Schools (Handbook 4)

## HIGHER EDUCATION

Certified Public Accountants (Handbook 14)  
College Graduate Certificates (Handbook 32)  
Course of Study and Syllabus for the College Graduate Certifi-  
cates (Department Bulletin 518)  
Dentistry (Handbook 10)  
Law (Handbook 27)  
Medicine (Handbook 9)  
Optometry (Handbook 28)  
Pharmacy (Handbook 11)  
Registration of Nurses (Handbook 13)  
Veterinary Medicine and Surgery (Handbook 12)

## STATE LIBRARY

A Tentative Selection from the Books of 1911  
92d Annual Report of New York State Library 1909  
93d Annual Report of New York State Library 1910  
25th Annual Report of New York State Library School 1911  
(Department Bulletin 507)  
New York Libraries, October 1911; January, April, July 1912  
New York State Library School Circular of Information 1912-13  
Study Clubs (Handbook 8, part 5)  
The New State Library  
Traveling Library Finding Lists 7, 12, 16, 17

## STATE MUSEUM

- 64th Annual Report of New York State Museum 1910, 2 vol.  
Classification of the Geologic Formations of the State of New York (Handbook 19)  
Elm Leaf Beetle and White-marked Tussock Moth (Department Bulletin 511)  
Geology of the Broadalbin Quadrangle, Fulton-Saratoga Counties, New York (Department Bulletin 508)  
Glacial Geology of the Schenectady Quadrangle (Department Bulletin 509)  
Report of the State Botanist 1911 (Department Bulletin 514)  
27th Report of the State Entomologist on Injurious and Other Insects of the State of New York (Department Bulletin 510)  
The Mineral Springs of Saratoga (Department Bulletin 517)

## Summary of printing

DIVISION	BLANKS EXCLUDING STATIONERY		CIRCULARS		HANDBOOKS AND PAMPHLETS		BULLETINS AND REPORTS		TOTAL	
	No.	Copies	No.	Copies	No.	Copies	No.	Copies	No.	Copies
Commissioner's Office.....	8	24 816	9	5 012	13	60 192	2	12 000	32	102 020
Elementary Education.....	28	158 118	7	7 325	6	24 500	2	16 772	43	206 715
Secondary Education.....	2	1 000	5	8 600	5	12 500	1	5 000	13	27 100
Higher Education.....	64	81 832	6	7 000	11	26 400	1	2 000	82	117 232
State Library.....	36	150 550	10	13 400	7	19 400	2	2 000	55	185 350
State Museum.....	25	14 050	5	5 150	8	3 800	8	14 800	46	37 800
Administration.....	34	102 100	5	2 400	...	...	...	...	39	104 500
Compulsory Attendance.....	15	655 200	3	6 000	2	15 000	...	...	20	676 200
Educational Extension.....	16	45 700	4	10 950	6	21 300	...	...	26	77 950
Examinations.....	116	948 333	64 <sup>a</sup>	3 017 143 <sup>b</sup>	4	30 750	...	...	767	3 996 226
History.....	2	2 500	1	1 250	1	1 500	...	...	4	5 250
Inspections.....	11	22 200	12	40 700	1	100	...	...	24	63 000
Law.....	6	11 000	1	100	6	21 835	...	...	13	32 935
Library School.....	13	22 206	3	5 006	2	1 450	1	500	21	30 162
Public Records.....	1	500	3	5 200	...	...	...	...	4	5 700
School Libraries.....	5	16 500	4	4 800	1	4 000	...	...	11	40 300
Statistics.....	37	55 500	1	1 800	...	25 170	1	15 000	42	82 170
Teachers Retirement Fund Board.....	6	33 240	3	1 600	...	...	...	...	9	34 840
Visual Instruction.....	11	52 300	16	208 800	3	9 000	5	15 500	35	277 600
Vocational Schools.....	4	2 000	4	1 402	1	1 500	...	...	9	4 902
	440	2 399 645	751	3 345 338	81	278 307	23	84 572	1 295	6 107 952

<sup>a</sup> Includes 615 examination question papers printed at this office.  
<sup>b</sup> Includes 2,249,350 examination question papers printed at this office.





## VII COMPULSORY SCHOOL ATTENDANCE

PREPARED BY

JAMES D. SULLIVAN  
*Chief, Attendance Division*

During the last decade there was marked advance in the enactment of effective school attendance and restrictive child labor legislation in many states. For the first time there were placed upon the statute books in twelve states both workable and commendable school attendance laws.

Prior to 1902 there had been enacted in thirty-one states laws relating to compulsory school attendance, but many of them did not provide the necessary machinery for their effective execution. Most of them lacked clearness as well as precision of statement and sufficient scope to meet the demands; and what was really needed in connection with many of these laws to make them workable and satisfactory was largely yet to be learned, and in due time it was learned and the information gained by experience has been enacted into wholesome and helpful amendments to laws in the following states: California, Colorado, Connecticut, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, Vermont and Wisconsin. At this writing, only the states of Florida, Georgia, Mississippi, South Carolina and Texas are without compulsory attendance laws.

In many states the period of annual required attendance upon the schools has been advanced. The age limit heretofore set has been extended and in many states required educational attainments, regardless of time limit, have been strengthened.

In the beginning the laws enacted in some states were found to be altogether a dead letter, as they did not provide a practical means for their enforcement. That is, many of these statutes failed to provide a penalty to be imposed upon public officials charged with the administration of the statutes who failed to do their duty. Many of the attendance laws are still lacking in this very necessary element for their effective enforcement, as in only seven states of the entire forty-three do the laws provide for the withholding of State school moneys in the event the statute is not properly executed. The withholding of public school moneys

is a most effective means to secure a proper enforcement of school statutes. Local school authorities and taxpayers will, as a rule, enforce school laws rather than lose school moneys, and delinquent parents will give proper attention to the schooling of their children when made to understand that they will be either fined or imprisoned. The laws of twenty states provide for fine or imprisonment of parent or guardian who violates a school attendance statute.

In view of all this, it may be said that at this time much of the haziness, ambiguity and weakness of the earlier statutes has been eliminated and in many states the present compulsory attendance laws reflect credit upon the intelligence of the people who drew them, as well as upon the courage of the legislatures that enacted them.

On the other hand, many of the states have enacted during the last decade restrictive and regulative child labor statutes which have undergone from year to year development by legislative amendments; and at this writing there may be found in many states admirable child labor statutes.

In this connection, it is worthy of note that during the last decade in not a single state where a compulsory attendance law or child labor law had been enacted has there been taken a step backward. It mattered not how crude the law or how meager the public sentiment behind it, it remained upon the statute books until public sentiment had so increased and ripened as to open the way for its improvement by legislative enactment. "Public sentiment creates law and a good statute properly executed creates public sentiment." This is preeminently true of every statute affecting the welfare of children.

During the last ten years, the enactment, development and successful execution of compulsory school attendance laws in forty-three states have been simply marvelous. There seems to have been a widespread and intelligent awakening throughout the country to the fact that thousands of children in every state were being deprived of educational opportunity.

The data of the federal census of 1900 showed that there were in the United States 6,246,875 persons ten years of age and above unable to read or write any language; and, large as these figures are, they come far short of telling the entire truth in regard to the extent of illiteracy. We have it from expert statisticians and those engaged in federal census work that about the last thing

an illiterate is willing to do is to admit to a census enumerator that he can neither read nor write. Thousands of such claim they can read and write when they can not. Therefore, federal census figures on illiteracy invariably are too low as far as the whole truth is concerned.

The 1900 census further showed that this vast army of illiterates were not confined to any particular section of the country or to any race or nationality. They were found by the census dragnet in every state — from 2878 in sparsely settled Wyoming to 480,420 in Georgia. This great army of illiterates exceeded by more than a million persons the aggregate population of all New England. In fact, it exceeded the combined population of persons of all ages, nationalities and colors of the states of Maine, Colorado, Florida, Rhode Island, New Hampshire, Vermont, Delaware, Oregon, Idaho and the two Dakotas.

It is little wonder, when these startling figures on illiteracy were sent broadcast throughout the country by the Federal Census Bureau, that the last decade should have witnessed the enactment of compulsory school attendance laws in twelve new states in addition to the laws enacted previously in thirty-one other states. Preliminary figures of the thirteenth census show an increase in population between 1900 and 1910 of 13,640,456 persons ten years of age and over in the United States, but the number of illiterates fell off 663,461 or decreased from 10.7 to 7.7 per cent for aggregate population. No backward steps have been taken in the enactment and development of attendance laws in the last decade. Instead, the enactment of new laws and improvement of those already upon the statute books have been the uniform rule, until we have now upon the statute books of forty-three states school attendance laws; and in many of these states are statutes worthy of the name.

It should be further noted that during the last decade as never before, aside from the initiation and development of attendance laws, there was manifest in the minds of all intelligent citizens, scholars and philanthropists a deep-seated conviction that every American child is entitled to his chance for a common school education and that the state is bound to protect itself against ignorance.

It may also be noted that in most, if not all, of the states now having attendance laws, more or less effective child labor laws have been enacted. Child labor legislation necessarily has a vital bearing upon compulsory attendance statutes and no such legislation

has been enacted in any state without reference to the schooling of children, nor has in any state a school attendance law been enacted without due regard to the control and proper restrictive regulating child labor in factories and maintaining establishments population, we find that in 1908 when the advocates of compulsory attendance could get no favorable hearing, a statute was enacted regulating child labor in factories and manufacturing establishments which contained the following provision: "No child under fourteen years of age shall be employed unless he or she can write his or her name and simple sentences and shall have attended school for twelve weeks of the preceding year, six weeks of which school attendance shall be consecutive." Restrictive child labor and school attendance laws supplement one another. Each is necessary and vital to the proper execution of the other.

Much is yet to be accomplished in the way of legislation in order to make child labor laws now upon the statute books workable and satisfactory. In fact, it would seem that child labor legislation has not as yet received in many enlightened states the consideration it deserves by the good people engaged in this sort of reform. The growth of child labor will certainly kill the best compulsory attendance law, while the proper and vigorous execution of a school attendance law goes a long way toward eliminating child labor. In every state where a minimum age is fixed by statute for the employment of children in gainful employments, a majority of the children leave school to enter employment as soon as they can get their working papers and a job; and in states having no child labor laws children leave school as early as they are able to earn a pittance; and the fact should be well borne in mind that in such states the percentage of illiteracy is dangerously high, as pointed out by federal census reports.

The census of 1900 shows 1,750,178 children ten to fifteen years of age in gainful employments out of a total of 6,613,252 children of same age throughout the country, or 18 per cent at work; while out of a total of 6,649,843 children in 1880, 1,118,356 or about 16 per cent were found at work in gainful employments. The federal census data of 1910 are not yet available, so we are unable to compare the last decade with the two preceding. However, under the operation of school attendance and child labor laws during the last decade in from thirty to forty-three states, doubtless the figures of the last census will show a decrease in the percentage of children employed.

The census of 1900 also shows that in the State of New York 91,944 children ten to fifteen years of age were found in gainful employment out of a total of 759,661, or 12 per cent at work; while out of a total of 601,347 children in 1880, 60,696 or 10 per cent were found at work in gainful employment. Thus it appears, and we admit it without pride, that the whole number of children between ten and fifteen years of age in the State in gainful employment in 1900 exceeded by 2 per cent the number employed in 1880. However, in this connection, it should be borne in mind that in the State of New York at present a child when reaching his fourteenth birthday may be lawfully entitled to working papers enabling him to enter gainful employment.

Figures showing the extent of illiteracy found in the State of New York between 1900 and 1910 are equally interesting and the figures are given us in advance by courtesy of the federal bureau.

During the period between 1900 and 1910, the number of illiterates between ten and fourteen years of age decreased in this State over 45 per cent, while during the same period there was an increase in the number of illiterates ten years of age and above of over 27 per cent.

The fact of the decrease by 45 per cent of the number of illiterate children ten to fourteen years of age in ten years in this State is beyond question to be credited to a vigorous enforcement of the compulsory attendance statute, while the increase in the number of illiterate persons ten years of age and above during the same period may be accounted for by the vast influx of an alien population. It would seem that the operations of the attendance law had gathered the children of the alien into the schools, while the alien parent was left to swell the illiteracy figures of our adult population.

It should also be observed that in twenty-one states the number of illiterates ten years of age and above decreased and in twenty-seven states the number of illiterates increased between 1900 and 1910. The states in which the number of illiterates of this age decreased were states having upon their statute books compulsory attendance laws; while some of the 27 states in which illiteracy actually increased are without such laws.

Figures on illiteracy of children between ten and fourteen years of age for the country at large are equally interesting. The number of illiterate children between such ages decreased during the last decade in the states as a whole 36 per cent, while the

number of illiterates in our entire population ten years of age and above decreased 3 per cent. This decrease in the illiteracy of children between these ages and also the decrease in illiteracy of aggregate population in the last decade is all the more encouraging in view of the fact that the population of the country in the same period had increased by 13,640,456.

However, as indicated above, the data that are of most interest to New York is the fact that the number of illiterate children between ten and fourteen years of age was decreased by 45 per cent in a period of ten years.

It should be noted that federal census figures call attention to the number of children under employment ten to fifteen years of age and those only; no account is made of the vast number under ten years of age found in gainful employments in the tenement districts of our large cities engaged in so-called "home work" and the like. Many small and some large manufacturers find it to their great advantage to have their goods made in the homes of the tenements, safely beyond the reach of restrictive child labor laws regulating hours of employment.

Settlement workers and those engaged in philanthropic service well know that thousands of little children under the most wretched and unsatisfactory home conditions work in the tenements many hours of the day and even far into the night. This army of little workers is not included in the census figures and their names are not often found in the enrolment of the schools.

#### CITIES COMPARED

It may be said, and must be admitted, that we have as yet made only a small beginning in a proper execution of school attendance laws in any city of this country; and this is especially true in our large cities. The machinery for the execution of the law is as yet comparatively weak and inadequate. The vital necessity of the maintenance of permanent census bureaus in every city of considerable population where school attendance laws are to be enforced has been pointed out in previous reports. It has been shown that such laws can not be well enforced unless such bureaus of information are properly maintained. Yet, in no city of the forty-three states heretofore mentioned is such a bureau found except in the cities of Rochester, Buffalo and New York. The bureaus of these cities, however, are yet in a process of organization and development. Still enough useful service has already been rendered by each not only to demonstrate the right of the bureau to live but

to more generous support from municipal authorities than has yet been had. In the work of setting up such a bureau, and the execution of attendance laws, much may be learned from the most enlightened cities of Europe where such bureaus and such laws are in full force.

In point of aggregate population and child population, London and the city of New York are comparable. London has 5,500,000 people, with approximately 750,000 children enrolled at the schools. The city of New York has an approximate population of 5,250,000 with in round numbers 730,000 children registered at the schools. London employs 390 attendance officers or one officer to 14,000 population or one officer to 1900 school children. New York employs only one officer to 50,000 population, or one officer to 7000 children enrolled at the schools. The London attendance officers take the census and keep it amended up to date and execute the attendance law as well. In New York 100 attendance officers execute the law and from 25 to 50 special patrolmen take the census; yet the combined force doing census and school attendance work in the city of New York is less than one-half the number employed for the same class of work in the city of London. The census data always on file at the London office are said to be very complete and certainly the registration and attendance at the schools are equally so. In a comparison between New York and London in the matter of maintaining census bureaus and in a proper enforcement of child labor and attendance laws, the odds are very greatly against New York. Yet the city of New York is not alone at a disadvantage when compared with London. Most of the other large cities of the State and of our country are equally lame. Syracuse employs only one attendance officer to 70,000 population and makes no attempt whatever to keep on file an up-to-date census of child population. Other large cities that we might mention are equally at a disadvantage when compared with London.

The importance of complete attendance upon the schools of all children in London is more highly regarded by its citizens and municipal authorities than in any American city. This is shown not only by the number employed to enforce attendance laws as compared with our American cities, but also by the high standing and special qualifications of officers appointed. From an examination given for general intelligence, the appointing authorities select the most promising men. Not only this, but the officer himself places a very high value upon the importance of his official functions and enters upon his work with enthusiasm and effect.

Furthermore, London attendance officers receive very strong support from the magistrates and it should be noted that the high standing and personal character of the officers have had much to do in bringing this about. It should be further noted that divisional superintendents of schools, twelve in number in the city of London, present in court all cases brought and the attendance officer appears as a witness. The fact that the divisional superintendent of schools, each from his territory, comes into court and presents the case based upon the testimony of the attendance officer impresses the court with the importance and dignity of the law and goes a long way toward securing proper action on the part of the magistrate.

This kind of procedure concentrates responsibility on the divisional superintendent and *this is as it should be*. Responsibility for proper enforcement of the law should be borne by the superintendent of schools. He should present to the court each case arising under the law. At least he should give his moral support to the case by being present in the court. Not often in this State is a superintendent found willing to go into court with an attendance officer and present a case.

The success of a divisional superintendent of schools in a London court counts for much in determining his administrative ability. He can accomplish before the court what an average attendance officer could not. In this country, the incompetency of the average attendance officer in presenting his case very often accounts for the court having failed properly to punish the offender. The attendance officer is always, and necessarily, regarded as far inferior to the court; but the London superintendent of schools has a right to regard himself on a par with the magistrate; and the court so regards him. This fact gives his statements greater weight.

Ten years ago 28,000 summonses were issued in London under the compulsory education law, while in 1911 only 8000 summonses were issued. Successful prosecutions and adequate penalties imposed invariably reduce the number of cases arising under such statutes. Twenty shillings is the invariable penalty imposed upon a parent or guardian adjudged guilty of violating attendance laws in the city of London, a heavy penalty for an average London parent, and it is so regarded.

Ten attendances a week for a child at school is regarded a perfect record in London. Less than nine attendances a week is unsatisfactory; and, unless the delinquency is satisfactorily explained, investigation follows and prosecution may be instituted.



Of 100 per cent of children enrolled in the schools of London, as required by law, 97½ per cent were actually registered. The remaining 2½ per cent were properly accounted for. Of the entire number enrolled three years of age and above, the average attendance at the schools in London for the school year 1911 was 90 per cent. In the city of New York for the same year, it was 79.2 per cent, Buffalo 76.7 per cent, Rochester 75.2 per cent, Albany 78.1 per cent and Syracuse 79.8 per cent. These comparative figures do not leave us very much to boast about.

Figures showing the average attendance of those of compulsory school age in London for that year are also interesting. For boys it was 93.5 per cent, girls 97.7 per cent.

Altogether the London figures indicate pretty complete attendance at the schools. Attendance laws beyond question are well enforced in London. Parents and guardians are properly and severely punished when they disobey these laws and as a result almost no child is deprived of schooling, and illiteracy is a negligible quantity. In all respects the machinery of compulsory school attendance seems to be in splendid working condition in that great city.

In the State of New York and in some other states a fairly good beginning has been made in the enforcement of these laws. Not enough has yet been accomplished however to boast about. Much yet remains to be undertaken; and to know what has been and now is being done in the enforcement of these laws in the most enlightened European countries and cities can not fail to be helpful to all interested in the schooling of the American child.

The following table briefly shows the operations of the law throughout the State during the school year 1912, as compared with 1911:

	1911			NUMBER OF CHILDREN ARRESTED	NUMBER OF CHIL- DREN COM- MITTED
	Arrested	Fined	Im- prisoned		
Towns.....	732	232	16	761	86
Cities.....	1 835	257	24	3 819	1 200
Total.....	2 567	489	40	4 580	1 286

	1912				
Towns.....	759	253	10	762	90
Cities.....	1 976	207	5	3 266	1 314
Total.....	2 735	460	15	4 028	1 434

The registration at the schools of children within the provisions of the statute may, and does in part, indicate the extent to which the law is enforced. Yet the total child population of the State constantly undergoes wide fluctuations, and it is not easy to determine how many names of children required by law to be in school never appear upon the rolls. The per cent of daily attendance to enrolment shows beyond question, however, to what extent children registered are in actual daily attendance. Data of this kind are reliable and very significant. The per cent of daily attendance to enrolment throughout the State for the school year was 79.9, an advance of nine-tenths of 1 per cent over the preceding year. This is very encouraging, as nine-tenths of 1 per cent represents 1,966,368,735 aggregate days attendance, and such gain in aggregate days attendance is equivalent to 12,290 children each attending school a full legal school year of 160 days.

For failure to comply with the provisions of the child labor and attendance laws, public schools moneys were withheld from the following districts:

COUNTY	NO. OF DISTRICT	TOWNSHIP
<b>Albany</b> .....	22	Colonie
<b>Erie</b> .....	1	Hamburg
<b>Lewis</b> .....	4	Lewis
<b>Nassau</b> .....	6	North Hempstead
<b>Sullivan</b> .....	4	Highland
<b>Ulster</b> .....	9	Saugerties
<b>Westchester</b> .....	3	Cortlandt

# VIII

## EDUCATIONAL EXTENSION

PREPARED BY

WILLIAM R. EASTMAN

*Chief, Educational Extension Division*

Returns for the past year were received from 538 libraries which reported directly to this division. These may be divided according to their relations to the University as follows:

State Library .....	1
Incorporated or admitted libraries .....	304
Libraries registered only .....	154
Libraries of other University institutions such as colleges and professional schools.....	23
Libraries of State institutions not in the University.....	13
Libraries not connected with the University.....	43
Total.....	<u>538</u>

A comparison of this statement with those of former years will show that high school and academy libraries, which number almost 900, have been left out. About 300 libraries of this class are free for public as well as school use and all of them would be important in a complete summary of the library resources of the State. But their reports are made to another division and can not well be included here.

The reporting libraries contained 8,747,928 volumes about equally divided between the libraries free for circulation and those whose books are kept for reference or used by a limited class, such as the students of a college. The free circulating libraries are 462 in number and the other class, including the large reference libraries, are but 74. It should be added that all the libraries have not reported and that the whole number of libraries in the State free for public circulation and apart from the schools is at least 500.

The total circulation was 21,417,143 for the year, of which number 20,309,176 volumes were lent by the free libraries. This indicates an increase for the year of 186,431 in spite of the fact that, by the omission of the high school libraries, the number of reports

was reduced from 661 to 464. The average daily circulation for the State is 55,641. In the year the free circulation was 2228 for each 1000 of the population.

#### CHARTERS AND REGISTRY

During the year 37 library charters were granted. Twelve of these were provisional for five years and 24 absolute charters were given to libraries previously acting under provisional charters. The gain of chartered libraries for the year was 13.

Three library charters were amended, two of them to provide for changes in the manner of choosing trustees and one to increase the powers of the library corporation so as "to carry on kindred agencies of civic uplift." In three instances the acceptance of a library gift conditioned on the annual payment of a liberal sum for the maintenance of the library was approved and recorded. Two transfers of library property were approved.

Eleven libraries and two branches were registered as maintaining a proper standard. The branches were not on the former roll and the gain for the year is therefore 15 libraries, making the total enrolment 504.

#### EXPENDITURES

The expenditures for the year, aside from salaries and expenses of administration, were for 370 allotments to free libraries and for their benefit \$33,025.85, an average of \$89.25 to each library. This includes the payment of \$1663 on 20 applications which were due the previous year, and shows an increase of \$3059.86 above the payments of that year. But the funds though larger than before by \$3000 were not sufficient to pay all approved applications. No less than 25 such applications covering the allotment of \$2151 were carried over for payment in the following year.

Books and binding for traveling libraries cost \$6332.72.

#### FIELD WORK

The field work of the division has been carried on mainly by the inspector and two library organizers. With so small a force the work has been necessarily interrupted during the year by demands for special service which could not be postponed, such as the editing of the quarterly bulletin, the preparations for 28 library institute and round table meetings and a complete revision of a buying list of books for small libraries. While there are 500 libraries entitled

to visitation, the number of visits has been less than 300. The most of these were paid to libraries in operation or to communities considering the establishment of libraries. Considerable attention has also been given to visiting the borrowers of traveling libraries and to the promotion of a demand for traveling libraries by presenting the matter at farmers institute meetings and other gatherings of a like character. The library institute and round table gatherings have, as before, afforded the best of opportunities for meeting the librarians of the State. Of 28 of these meetings held the past year there were only six at which this division or the State Library were not represented; and three of these six were conducted by persons who had formerly been connected with the State Library. Fourteen institute meetings were prolonged to the second day and had a distinctly instructional character. The attendance was unusually large. Adding together the reports of 28 meetings there were 401 libraries represented by 935 persons, showing a most gratifying response to our invitations.

The reports of the library organizers show that detailed work of arrangement and cataloging was done with 29 libraries.

The edition of the quarterly bulletin "New York Libraries" has been increased to 3700.

#### STATISTICS OF TAX SUPPORT

The reports show that 333 out of 464 free lending libraries were supported or materially aided by public tax. As compared with 299 such libraries in 1911, this shows an important gain of 34 libraries. The amounts paid to individual libraries vary from \$3.25 up to \$40,000.

The free library tax for the State amounts to \$1,621,432.75 of which \$1,535,944.76 was paid by 40 cities, and of this amount \$1,202,786.31 was paid by the city of New York alone. The total increase of tax for the year was \$31,314.49 and it is specially gratifying to know that \$16,863.18 or more than one-half of this increase was obtained outside the cities, making a tax payment of \$85,487.99 for 171 towns and villages, an average of \$500 for each.

#### BOOKS AND CIRCULATION OF CITY LIBRARIES

Out of a total population of 9,113,614 in the State, 6,727,015 or 74 per cent live in cities and 4,766,883 or 52 per cent in the city of New York. The books in free libraries are 4,421,901 and of these, 3,263,603 or 71 per cent are in cities and 1,953,588 or 44 per cent

are in New York City. The free circulation in cities was 17,641,779 or 87 per cent of that of the State, an increase for the year of 609,949. The free circulation in New York City, outside the school libraries, was 13,540,279, an increase for the year of 596,822 and equal to 66 per cent of the total for the State.

The following table shows percentage of population, books in free circulating libraries, circulation and taxation therefor in cities and elsewhere, comparing the year 1912 with 1911.

	PER CENT POPULATION	PER CENT BOOKS IN FREE CIRCULATING LIBRARIES		PER CENT CIRCULATION		PER CENT TAXATION	
		1911	1912	1911	1912	1911	1912
New York City.....	52	40	44	64	66	75	74
Other cities.....	22	28	29	21	21	21	20½
Outside the cities..	26	32	27	15	13	4	5½

#### LIBRARY BUILDINGS

Eleven library buildings have been completed or rebuilt and newly fitted up and occupied within the year ending September 30, 1912, as follows:

Almond, Twentieth Century Club Library.....	May	4, 1912
Babylon Library Association .....	Oct.	23, 1911
Batavia, Richmond Memorial Library.....	Dec.	5, 1911
East Hampton Free Library.....	June	25, 1912
Eden Free Library .....	Dec.	2, 1911
Jasper Free Library .....	Sept.	28, 1912
Little Falls Public Library .....	Jan.	25, 1912
Nunda, Bell Memorial Library.....	April	6, 1912
Owego, Coburn Library .....	May	6, 1912
Smithtown Library.....	Aug.	10, 1912
Warrensburg, Richards Library .....	Oct.	21, 1911
A new building not noted last year was that of		
Nineveh Public Library occupied.....	May	1, 1911

Ten libraries report the occupation of new rooms larger than those previously used, more convenient to the public and better suited to their growing needs. These are

Ballston Spa Public Library.....	Aug.	26, 1912
Belfast Public Library .....	Oct.	28, 1911
Bronxville Public Library .....	Oct.	1, 1912

Canisteo, Wimodaughian Free Library.....	March 23, 1912
Ellenville Public Library .....	April 1, 1912
Honeoye Public Library.....	Nov. 4, 1911
Marion Free Library.....	Aug. 23, 1912
Riverhead Free Library.....	March 6, 1912
Sodus Circulating Library .....	July 2, 1912
Watkins Public Library.....	Jan. 16, 1912

### TRAVELING LIBRARIES

The total number of volumes now in the traveling library collection is 49,897. Of these, 40,709 volumes were out at the time of the fire and 9188 have been bought since. Of the total collection, 9518 volumes are still waiting to be accessioned and cataloged.

**Fixed groups.** In fixed groups are 5706 volumes, the remainder composing the more flexible open-shelf collection. Seventy-seven sets of 25 volumes each are for children. The finding lists for these have been reprinted and these groups are in constant demand. Of the adult groups, lists have as yet been reprinted for only four. Some of the older groups have been broken up and thrown into the open-shelf collection and more will be broken up as soon as new libraries are prepared. As the temporary headquarters were so cramped no new fixed groups were added during the year.

**Foreign books.** There are in the collection 483 books for foreigners, printed in Italian, Polish, German, French and Hungarian. The greatest demand has been for the Italian and Polish books and next to these for the German. A reliable Italian bibliography is much needed to meet the insistent demand for simple Italian works.

**Applications.** The books for the past year were sent in response to 757 applications as is shown in the following table:

TO WHOM LENT	NUMBER OF LIBRARIES LENT	NUMBER OF VOLUMES SENT
Taxpayers.....	68	3 559
Public libraries.....	84	5 093
Public schools.....	93	3 822
Study clubs.....	307	11 750
House libraries.....	127	1 247
Charitable institutions.....	3	300
Other organizations.....	75	5 412
	<hr/>	<hr/>
	757	31 183
Special loans.....	37	119

**Study clubs.** As is usually the case the largest number of libraries has been used by study clubs. During the year 35 new clubs

have been registered and the total of those reporting approved courses of study is 353.

In constructive work bibliographies on seven different subjects of study have been prepared to replace those lost and one program was made by the senior class of the Library School in cooperation with this section. No attempt has been made to keep a record of the programs that have been lent and lists submitted, though this is an important feature of the work of the section.

**Groups of taxpayers.** There has been a steady increase in the demand from this class of borrowers. In 1909-10, the last year of which there is a full record, 2929 volumes were sent to 28 groups. The reduction in fee has seemed to serve its purpose in increasing the demands from places without libraries.

**Public schools.** The same increase in interest is shown in the rural schools, as in 1909-10, 8413 volumes were sent to 77 schools.

**Special loans.** These are loans of books out of town which would ordinarily have been sent from the State Library. There have been numerous loans to individuals in the city of which no record has been kept.



## IX EXAMINATIONS

PREPARED BY  
HARLAN H. HORNER  
*Chief, Examinations Division*

The Examinations Division is charged with the conducting of examinations, the keeping of records and the issuance of credentials based thereon. Excluding the grade examinations of which no attempt is made to keep an exact record, 2,249,350 papers were printed and distributed, 751,345 answer papers were written, 608,675 papers were claimed for acceptance, 537,797 were accepted and 49,859 credentials and licenses were issued. For convenience, the several classes of examinations under the supervision of the division are discussed in the following order: grade, preliminary, academic, academic for professional students, teachers, and professional examinations. The tables setting forth in detail the number and kind of examinations conducted, the candidates examined and the credentials issued appear in Exhibit G in this report.

Especial attention is called to tables 4 and 5 which give a complete list of the high schools and academies of the State, the number of papers written in each school during the year, the number claimed, the number and per cent of those written which were accepted and the per cent of the papers claimed which were accepted. There is no thought of determining the relative rank of schools by the publication of such a table because examinations alone can not determine the rank of schools; and then again the Department has no desire to open any discussion upon the merits of different schools. So many principals and teachers ask, however, for their relative standing in Regents examinations that it is thought the tables may be useful. Attention is called to the fact that the school which rejects upon its own account a reasonable number of its papers before making a claim, ordinarily has the largest per cent of its papers claimed accepted by the Department. This only goes to show that a careful local rating is at all times desirable and that the school which does thorough work during the year and which rates its own papers carefully by a definite standard may reasonably expect to have its claims approved by the Department. The detailed tables giving full

information about professional examinations conducted and licenses issued appear in Exhibit J as a part of the report on higher education.

#### GRADE EXAMINATIONS

Examinations in the subjects of reading, writing, arithmetic, geography, English, physiology and hygiene, spelling, drawing and nature study and agriculture are at present conducted in *December, January and June* of each year under the supervision of district superintendents. The questions are prepared by a committee of district superintendents, and the papers are edited, printed and distributed by the Department upon the requisition of teachers in the rural supervisory districts. No report is made, no record is kept and no credential issued by the Department as a result of such examinations. District superintendents urge that these tests help to carry out the provisions of the syllabus and in general help to give regularity and system to the teaching in the rural schools. Quite apart from the fact that the conducting of these examinations is expensive and administratively difficult, it may well be questioned whether or not it is wise to set a statewide formal examination for the rural schools. We are in constant danger of overemphasizing the importance of State examinations, even in the secondary schools. The present plans put emphasis upon formal examinations at the very beginning of the school course and undoubtedly tend to center the attention of both pupils and teachers upon mechanical tests rather than upon wholesome study. Teachers and even supervisory officers are altogether too ready to lean upon syllabuses and examinations which they are not obliged to work out for themselves. We leave too little opportunity in our whole scheme of education for the exercise of individual initiative and we altogether overemphasize the necessity and the desirability of uniformity. It is quite impossible, as it is also quite unnecessary, to set a uniform examination which will meet the varied needs of all the small schools of the State.

District superintendents are now in effect principals of the several rural schools in their respective jurisdictions. They are entirely competent to set such grade examinations as may be necessary in their own supervisory districts. Indeed, as principals of the schools, they ought to be given every opportunity to uplift the districts upon their own initiative. If one superintendent thinks that grade examinations are desirable let him prepare them with a full knowledge of the needs of his pupils and let him give the examinations at such times as he sees fit. If another district superintendent thinks

he can get better results without examinations, let him carry out his own plans. Let us get away from the fetish that uniformity in our methods is imperative and let us not weaken a very useful examination system in the secondary schools by thrusting formal statewide examinations upon boys and girls who are scarcely able to express themselves in writing at all.

It is therefore urgently recommended that the present method of conducting grade examinations be discontinued and that the responsibility of giving inspiration and help to the rural schools be placed directly where it now fortunately belongs—upon each individual district superintendent.

#### PRELIMINARY EXAMINATIONS

It is also questioned whether or not the preliminary examinations in reading, writing, spelling, elementary English, arithmetic, geography, and elementary U. S. history with civics, given in all schools in January and June of each year, are really productive of good. All that was said above about the danger of centering attention upon examining rather than upon teaching applies with equal force here. It seems a mistake to confront a child continually from the kindergarten to the high school with formal examinations.

The actual nervous strain of these examinations upon children in the preacademic grades is hardly taken into account in its full significance. Our almost insatiable desire for examinations in the State makes us overlook at times the very rights of the victims of them. The inertia of a State system once inaugurated is colossal, and it is infinitely harder to discontinue an outworn policy than it is to begin a wholly new movement.

If this present system of preliminary examinations is to continue indefinitely, steps ought to be taken to minimize the mere machinery incident to them and to place the responsibility for the keeping of the records upon each district superintendent and principal who conducts them. Under the present procedure records are kept at the Department for every pupil who takes these examinations. This means that for the January and June 1912 examinations more than 300,000 entries will have to be made and over 35,000 preliminary certificates issued. No practice is objectionable, of course, simply because it makes work; but it is certainly highly objectionable when it makes endless work without producing any known useful end. It is administratively pure nonsense to go on filling file after file with records

of examinations, which, in the great majority of instances, are never consulted after being thrust into the filing case. To minimize the evils of this scheme of examinations and to place responsibility where it of right belongs, upon the local school officers, it is believed that principals and district superintendents should be intrusted with the rating of all preliminary papers, except those claimed for teachers certificates, with the keeping of the records, and with the distribution of preliminary certificates.

It is recommended therefore that beginning with the January 1913 examination the following plan be carried out:

*a* That, as heretofore, the Department print and send to the schools as ordered question papers in preliminary subjects.

*b* That the principals of all approved schools be instructed not to send to the Department any papers in preliminary subjects, except those written for teachers certificates.

*c* That all preliminary papers written in the rural schools of a supervisory district be sent as at present to the district superintendent and that he send to the Department only those papers written for teachers certificates.

*d* That *all* preliminary papers except those written for teachers certificates be kept on file at the approved schools or in the district superintendent's office for at least one year, subject to the call of the Department.

*e* That the principals of all approved schools and all district superintendents be instructed to keep careful, accurate record of all examinations in preliminary subjects in their schools and in the schools under their jurisdiction.

*f* That the principals of all approved schools and all district superintendents make claims based upon their own records after each examination upon special blanks to be furnished by the Department for preliminary certificates earned in their schools and districts.

*g* That preliminary certificates be issued by the Department only upon the claim of principals and district superintendents and that the only entry to be made on the card record at the Department be the date of issuance.

#### ACADEMIC EXAMINATIONS

There were written in the January and June Regents examinations 392,252 papers. Of this number, the schools claimed 319,582. The Department accepted 279,035 or 71.1 per cent of

the number written. Early in 1911 a pamphlet, which was published in the last annual report, was issued on suggestions on the rating of papers, which was calculated to bring about a more uniform system of rating. It is evident both from letters and from examination returns that this attempt to bring schools into closer touch with the Department has received careful attention from many principals and teachers. It is also evident that in some schools the suggestions have never been brought to the attention of teachers or have been wholly disregarded. It was expected when these suggestions were issued that experience would indicate needed changes and "criticisms from all supervisory officers and from teachers actively engaged in classroom work" were invited. The small number of criticisms so far received seems to show that the suggestions must have proved fairly satisfactory. The pamphlet has just been reissued and changes have been made with caution and only where experience has suggested improvements.

Something more than suggestions, however, is needed to secure a fair degree of uniformity in rating answers. No set of directions for marking papers, however wisely planned or carefully worded, will prevent serious differences in rating that are due to differences in temperament. To eliminate so far as possible the personal equation of the examiner, cooperation in answer reading is always necessary. At least two forms of cooperation in reading have been practised in some schools with more or less success for several years. One plan of cooperative reading which produces excellent results may be called the committee system. It is especially applicable in large cities where there are several high schools, but it might be easily modified to meet the needs of any high school that employs several teachers in each department. Under this system delegates from each department of each school meet in general conference at the close of the examination in a given subject, bringing answer papers with them to determine in a general way how each answer should be rated. On the return of these delegates to their schools committees of from three to five readers are appointed who confer with the delegate and among themselves. Each reader then reads a given portion only (two to four answers) on each paper, affixes a rating to the answers he has read and passes the paper to the next examiner. When all the answers have been rated the credits are added. Papers that receive from 50 to 59 credits are read by the same

committee a second time to make sure that each question has been fairly rated. Papers that still remain in the doubtful class, if written by pupils in the graduating class or by those expecting to enter training school, are then sent to a general revision committee where they are again twice read.

The other plan of cooperative reading may be called the conference system. The head of the department or the principal forms a committee of all teachers in each line of work and consults with them in regard to the credits that should be assigned the answers in different subjects. The individual teacher is then supposed to follow the suggestions of the committee, consulting the principal or the head of the department only in doubtful cases. This latter plan, while better than none, is not so good as the committee system for two reasons. The pupil does not have the benefit of an average or composite reading and the teacher who is overambitious to seem successful is not so readily checked. On the other hand, the committee system is open to criticism because it does not require that each paper aggregating 60 per cent or more shall also be read *as a whole*.

The following conclusions at least seem justified: that many a school of excellent reputation might save itself and its pupils annoyance by adopting some cooperative reading plan; that it is not creditable to a school employing several teachers of the same subject to use two or more systems of ratings for the same set of answer papers; that even in a small school employing but two or three teachers some kind of cooperation in answer rating should be followed, for a principal unfamiliar with a subject may yet combine his experience with an assistant's special knowledge and be able to give excellent advice. Principals are therefore urged to see to it that all papers sent to the Department are carefully rated according to some definite and settled policy.

With proper preparation in the schools for reading answers and with proper organization and supervision there is no reason why the present plan of accepting school ratings in certain subjects should not be extended. The rules now prescribe that in the discretion of the Commissioner of Education school ratings shall be accepted in the following subjects: second year English, biology, elementary botany, elementary zoology, physiology and hygiene, elementary algebra, elementary bookkeeping and business practice, commercial law, commercial geography and shorthand 1. In exercising this discretion the division has found it

necessary this year to rate all these papers in about three hundred schools. This has been due quite as much to careless, unsystematic marking in the schools as to poor teaching. The experience of the year prompts the suggestion that it might be a better plan to accept *all the papers of some schools rather than some of the papers of all schools*. The division now undoubtedly spends a great deal of time in marking papers which it can hardly hope to mark more satisfactorily than they are marked in the schools. The records of the year show that forty-four separate schools had between 95 per cent and 100 per cent of the papers which they claimed accepted by the examiners. Of course, changes were made by the examiners in many instances; some marks were raised and many others lowered; but the fact remains that the Department practically agreed with these forty-four schools so far as the acceptance of their papers was concerned. Again, one hundred fifty schools had between 90 per cent and 94 per cent of their papers accepted. The changes made by the Department in practically all the papers of these one hundred ninety-four schools were so slight as hardly to warrant the action. It serves no useful purpose to mark papers which are clearly of a passing grade up or down a few points and it may simply result in disappointment to pupils and annoyance to teachers who, having carefully and honestly rated their papers, naturally have personal pride in having their judgment confirmed. The list of schools above mentioned includes several large thoroughly well-equipped schools whose teaching is all departmental and whose faculties are made up of experienced and highly trained teachers whose judgment in the rating of papers the Department can hardly hope to improve upon. Our energy is being in a measure misplaced. We need to rate all the papers of many schools known not to be up to the general level in efficiency. May it not therefore now be suggested that it would be wise to accept all papers in the discretion of the Commissioner of Education upon the express understanding that the papers of no school will be accepted in any given group without the advice of the inspector in charge of the group and that the energies of the division be devoted to a very careful rating of such papers as long experience shows ought to have attention? There need be no fear with such a rule that the division will not have all the examining to do which it is able to do as such work ought to be done. It is nothing more than actual waste for the division

rerate the papers of a school which has for years had practically all its papers accepted. Moreover, a gradual extension of the plan of accepting the papers of schools maintaining a well-known high standard will do much to eliminate the necessarily arbitrary results of a central examining system. It is hardly too much to hope that registered secondary schools may sometime be brought to such a high standard that the local ratings will be final in all cases.

Closely associated with the question of extending the rules for the acceptance of papers is the rather troublesome present question of appeals from Department ratings. To prevent casual injustice and to exercise special care for doubtful papers, appeals are not only granted but are invited. A principal who does not examine rejected papers with care is not performing one of his undoubted duties. Yet in education as in law, possibly no privilege is more liable to abuse than that of appeal. As it seems necessary to limit the privilege, the following announcement has been made to principals:

- 1 Personal appeals can not be considered.
- 2 All appeals must be made in writing through the principal or through the superintendent of the school and the reason for appeal must be distinctly stated in each case on a separate paper which should be attached to the appealed answer paper.
- 3 If the rating of the Department is questioned in the appeal, the appellant should state in regard to each question wherein and why the appellant differs from the Department rating.
- 4 It is always proper to appeal a doubtful paper if the credits are needed for graduation, a teachers license or college entrance; otherwise, papers regarded as doubtful by the school and afterwards rejected by the Department, should seldom be appealed.

The present rules fixing the per cent at which papers shall be accepted are the source of considerable annoyance, due to the fact that papers are accepted at three different standings. A full time paper from a registered school passes at 60 per cent; a full time paper from an unregistered school passes at 75 per cent; and a short time paper from any school passes at 80 per cent. The division is called upon almost daily to explain the logic of the rules and is often almost at a loss to know how to defend them. The editor of a country newspaper or the business man whose sympathies have been enlisted can never understand why the country boy who has not been fortunate enough to attend



an approved school is called upon to obtain a higher per cent than the boy in an approved school. The difference is slight. The majority of pupils who undertake to do academic work outside of approved schools know pretty well what they are about and it is quite impossible to make the public see the justice of what it does not hesitate to call discrimination. Again, the exceptionally bright pupil who is capable of graduating in less than four years can do it only by passing his Regents examinations at 80 per cent. In other words, the plodder who may take five years to complete the course may pass at 60 per cent while the hustler is in a way penalized by being obliged to pass at 80 per cent. There is a strong sentiment among high school principals that it was a mistake to lower the passing mark in the first instance from 75 per cent to 60 per cent, and that scholarship in our high school work has been distinctly weakened by the action. The State Examinations Board might solve the whole question by establishing a uniform passing mark of 75 per cent upon the understanding that principals would in all cases admit to examinations only those who had satisfied the time requirement or who had in special cases shown such unusual ability as to warrant their admission without having actually met the letter of the time requirement.

Attention was called last year to the importance of carrying back to the schools any helpful suggestions or criticisms arising out of the Department experience in rating the academic papers. It can not be too often repeated that the Regents examinations exist more for the setting of safe standards and the judging of schools than for the allotting of counts and the judging of boys and girls. The work of the division is but half done when it rates the papers and issues the credentials which are earned. It must find the weak spots in teaching and the loose administrative methods, which are always revealed by an honest and fair examination, and it must go back to the schools with helpful criticisms for the improvement of future work. It can only make the results of the Regents examinations of the greatest service to all the schools by the fullest cooperation with the inspections force. The policy of assigning a subject or group of subjects to each inspector for which he shall be directly responsible both in the office and in the field, has made such cooperation possible and has already abundantly confirmed the wisdom of the plan. The help which inspectors in charge of groups of subjects have been

able to give to the Examinations Division, even with their necessarily crowded assignments, raises the question of the advisability of their devoting their whole time to specialized inspection. Their time is now almost completely taken up with general assignments which the Inspections Division is obliged to place upon them to meet the actual requests for assistance which come to it from the schools. Would it not be wise for that division to have a force large enough to meet all general requests and at the same time to give one man in each group an opportunity to devote himself to a limited field? More and more, principals and teachers look to the Department for assistance in special lines. The men who have been given special work can not do justice to it or to themselves under the present necessary procedure. The Department ought to place upon them the responsibility of becoming leaders in the teaching of their subjects, and it ought to give them the opportunity to measure up to the responsibility.

#### ACADEMIC EXAMINATIONS FOR PROFESSIONAL STUDENTS

Special examinations in academic subjects for prospective professional students were conducted as heretofore in Albany, Buffalo, New York City and Syracuse. The most striking effect of the new rules which prescribe the subjects upon which 60 count qualifying certificates shall be issued has been the reduction of the number of papers written during the year from 31,936 to 21,260. This simply means that a serious attempt to set a reasonable educational standard in these examinations has already eliminated almost a third of the candidates.

There has been a distinct gain to the State in this result rather than a loss. The experience of another year very positively confirms the statements made in the Regents Journal of June 22, 1911 to the effect that these examinations had for a long time been affording altogether too easy an avenue to the beginning of professional study. There is no doubt that a great many young men have by a sort of dexterity in passing examinations been able to begin professional study without the necessary fundamental training.

A further rule which goes into effect in January 1913 requires all applicants for admission to these examinations who are under nineteen years of age to present a certificate of the successful

completion of the subjects in which they desire to be examined in some approved school or afford other satisfactory evidence of thorough and systematic training. Under the provision of the rule, the Second Assistant Commissioner has approved the evening high schools of Greater New York and seven private preparatory schools. It is expected that the few students who are admitted upon evidence of private instruction will be held to strict account. The age limit at which candidates will be admitted without offering evidence of preparation will be raised on January 1, 1915 to twenty-one years. The enforcement of these rules will in a large measure confine the examinations hereafter to a class of candidates who seriously desire a preliminary education rather than to those who are concerned most in securing a certificate of fact.

The gradually advancing requirements for admission to all professional schools will also serve to thin out the candidates. These examinations will not be put on a thoroughly sound basis, however, until conditional matriculation in all professional schools is forbidden and until a 72 count certificate is required in place of a 60 count certificate.

During the past two years the manner of conducting these examinations has been completely reorganized. Additional proctors have been employed and the examinations have been carefully guarded against fraud. It is now believed that impersonation in the examination room is impossible. Summary punishment has followed any attempt at fraud. Candidates are obliged to specify in advance the subjects they expect to take so that it is no longer possible for anyone to take a chance on a paper without some previous preparation. These examinations have been the object of considerable study and it is the very clear conclusion of the chief of the division that it is only by the strict enforcement of the regulations and by the exercise of no misplaced sympathy that this avenue to professional study can be properly safeguarded.

#### TEACHERS EXAMINATIONS

During the year candidates for teachers licenses wrote 40,354 answer papers of which over 33,000 or 82 per cent were accepted. As the result of these examinations 2396 teachers secured licenses. Over 1400 elementary and academic certificates valid for two years were granted also as the result of regular Regents examinations in

preliminary and academic subjects. That 82 per cent of the papers written were accepted shows that the examination tests were not unreasonably severe; but that less than 2400 certificates were earned as the result of over 40,000 answer papers written seems to indicate that examinations for teachers have been needlessly multiplied. The question at least is pertinent, whether in granting teachers certificates the State might not rely more on the work of the schools and safeguard the scholarship of its teaching force with fewer examinations. It should be observed that over 70 per cent of the licenses issued, though based on examinations set by the State, were issued by local authorities. Moreover, the temporary licenses which are issued only by the Commissioner of Education particularly are never granted except in response to the request of local officials. Thus it appears that local authority and local prerogative in the selection of teachers is amply safeguarded. That some local officials do not make a large use of their power in selecting teachers is due not to the overshadowing influence of a system of State examinations but primarily to a scarcity of qualified teachers, especially in the rural districts. To relieve this scarcity and thereby to encourage a more careful selection of teachers by local authorities, to add constantly to the supply of trained teachers, thereby discouraging the untrained and the poorly prepared from entering the teacher's vocation, are aims that should enlist the hearty cooperation of all the educational forces of the State.

A comparison of the records of teachers examinations for the year 1911-12 with the records of other years subsequent to 1905-6 reveals encouraging tendencies and clearly shows the worth of the plans that were inaugurated in 1905 for improving the teaching force of the State. Since 1905 there has been an average annual gain of over 1 per cent in the number of professionally trained teachers licensed by the State. More satisfactory still is the fact that in 1911-12, 19 per cent fewer licenses of low grade were issued than in 1905-6; yet the State in 1911-12 employed from six to seven thousand more teachers than in 1905-6. Certainly it must be apparent to all that professional training is making large and permanent additions to the teaching force. Other records than those of the Examinations Division disclose like tendencies. In the 24 year interval from 1886 to 1910, about 20,000 teachers were graduated from the normal schools of the State and the reports show that 8739 normal graduates were teaching in the State in 1911 — a fact that amply refutes the statement frequently made that the average teaching life of a normal graduate is only three years.

Again, progress is unmistakably shown in the ever lessening demand for elementary certificates and in the constantly increasing number of applications for the academic certificate. In the year 1908-9, 1013 elementary certificates were issued; in 1909-10, 673; 1910-11, 430; in 1911-12, 329. On the other hand, the number of academic certificates issued has steadily grown from 84 issued in 1906-7 to 1192 in 1911-12. Neither elementary nor academic certificates demand teaching experience or pedagogical training; neither is valid for a period longer than two years, unless during those years strenuous efforts are made to secure a certificate of higher grade; yet it is a matter of no small concern that in the near future practically all vacancies in the ranks of elementary teachers will be filled by those whose minimum preparation has been the training of a full four-year high school course. Indeed, it would seem that after 1913, the elementary certificate may be safely abandoned or the requirements for it increased to include two full years of high school study. In one particular the academic certificate is seriously weak; it does not demand a review of the subject matter to be taught in the grades. In the four years of high school, pupils may gain much in power but they also lose much in the knowledge of the elementary subjects which they must teach. In districts where circumstances will permit, superintendents will do well to set additional tests to determine the fitness of high school graduates who apply for academic certificates. It is yet too early to forecast with any certainty the value of the rural school renewable certificate. Valid only in rural schools, this certificate will not be eagerly sought by the ambitious. In 1909-10, 4 of these certificates were issued; in 1910-11, 65; in 1911-12, 156.

Another marked sign of progress is seen in the steadily decreasing demand for temporary licenses, of which 1536 were granted in 1907-8 and 726 in 1911-12. The number of temporary licenses called for is still too large, though some may always be needed. At present there are districts so remote from well-traveled highways and districts where conditions of living are so crude that qualified teachers can not be secured for them. Teachers of exceptional ability and experience from other states who have never had an opportunity of obtaining a license in this State are sometimes sought for some special purpose. Again, there are many supervisory districts where there are not enough qualified teachers for the schools. To cover all such cases, a large discretion has been given to the Commissioner of Education; but in the exercise of that discretion, the Department relies on the firmness, good judgment and

patient investigation of local superintendents. The Department has a right to assume that every request for a temporary license is made in good faith, for the supposed good of the school and is based on exact information regarding local conditions.

In the state teachers examinations given in August 1911, 5858 answer papers were written and 4050 were accepted. As the result of these examinations, 18 limited and 53 life state certificates were issued. The life state certificate deservedly is held in highest honor. It may be earned by passing twenty-one different examinations in four successive trials and is valid for life in schools of any grade. It is sought only by the ambitious and won only by the persevering. Since the state teachers examinations were established in 1875, the average number of certificates issued annually has been only 38; yet the value of these examinations should be gaged not by the number of certificates earned but rather by the incentive to self-culture which they provide. If, however, the state certificate is to maintain its high place of honor, especially if it is to be accepted as valid in high schools, the nature of the examinations on which it is based should be changed. Twenty-five years ago, the state certificate probably represented a broader book culture than a college diploma and rightly entitled its possessor to teach in any grade of school. In 1875 and for many years thereafter there were few high schools outside of cities. Secondary education was diffusive, ill organized and standardized only by requirements for college entrance. Large areas in the State were void of educational advantages save those afforded by the rural schools. But educational conditions and ideals have changed much in twenty-five years. The high school itself is supposed to furnish the broad basis of culture for which the present state certificate stands. Many of the academic examinations expect a higher degree of scholarship than that demanded for the state certificate. Instruction in the high school has become largely departmental, and intensive training in college or university courses along two or three lines is required of high school teachers. At present therefore the state certificate does not quite satisfy either public demands or educational ideals. It seems fair to assume that the scholarship tests for the state certificate should cover all the broad cultural lines of high school work, that is, four years of English, four years of some foreign language, advanced arithmetic, intermediate algebra and solid geometry, physical geography and either physics or chemistry or advanced zoology and advanced botany, modern and American history. Nor does it seem unreasonable that

the credits for these subjects be earned as honor credentials in regular Regents examinations. The scholarship tests should be supplemented after three years of teaching experience by professional tests in methods, school management, school hygiene, applied psychology and school law. These professional examinations should be set to test primarily pedagogical growth and experience.

Examination records show that training class and training school pupils wrote a total of over 31,000 answer papers. Of the papers written by training classes, 84 per cent were accepted; of the papers written by training schools, 90 per cent were accepted. As the result of these examinations, a total of 1858 training class and training school certificates were issued. A comparison of the records of the past year with those of the years subsequent to 1905-6 shows that the increase in training class and training school graduates just about keeps pace with the increase in the total number of teachers employed in the State. The powerful influence of training classes and training schools in maintaining an efficient teaching force is sometimes underrated. Together training classes and schools supply nearly as many teachers annually as both colleges and normal schools. While the work done in these classes and schools often lacks breadth, it is usually most purposeful and practical; often it is inspired by high ideals and guided by personalities of unusual strength and devotion. It is well within the truth to say that hundreds of the very best teachers in the State were prepared for their life work by either the training class or the training school.

A comparison of all the records of teachers examinations and of all the teachers certificates issued annually reveals important facts in regard to the function of high schools. There are issued annually in the State of New York more than 6800 teachers certificates and diplomas. About 2000 of these are issued to graduates of colleges and normal schools and about 1800 to graduates of training classes and training schools. But to fill the thousand new positions created each year and the thousand or more vacancies caused by death or resignation, 3000 more teachers are needed and over 2000 of these are found among high school graduates or among high school pupils who have not yet completed their course or among former high school pupils who have failed to earn an academic diploma. The high schools of the State at present are graduating about 10,000 pupils each year, of whom 6000 are women. The number of young men who enter the teacher's vocation is so small that for present consideration it may be disregarded. If now it be considered that

6000 young women who graduate from the high schools must fill classes in colleges, normal schools and training schools and later will become teachers, if it also be considered that high school graduates in ever increasing numbers are entering training classes and that 1200 or more graduates each year will enter the teacher's calling without any professional training whatever, it will be apparent that nearly if not quite three-quarters of all the young women who graduate from high schools are preparing for the teacher's work. Truly so far as women are concerned, high schools are vocational schools, yet their most important vocational function has received too little attention from school authorities. In high schools maintaining training classes, vocational aims of course are distinctly recognized; but even here the vocational work is so completely set apart from other school activities that the training school becomes a school within the school or a school beyond the school. In other vocational courses, whether business, agricultural, domestic science or mechanic arts, the high school work is so fused with the vocational that pupils may complete the cultural and vocational studies in four years and receive the academic diploma. Why should not the training class work also be so organized as to become an integral part of the high school course?

Since the uniform examinations for teachers were established in 1887, educational facilities in the State have been multiplied three-fold. There is hardly a village of 500 inhabitants lacking a school that gives at least a partial course of academic instruction. Moreover, this instruction is practically free to all. Under these conditions the claim ought not to seem rash that preparation for teaching should be made in the schools and during the regular school terms and that August examinations for teachers are superfluous. In fact, these August examinations are the hope of the hopeless, the refuge of the procrastinator and the one more cast of the examination dicebox. Would-be teachers lacking one or two subjects for a certificate eagerly make provisional contracts prior to the examinations to the detriment of those worthy and well qualified; while the lateness of these examinations makes it well-nigh impossible for school officials to secure accurate information in regard to the qualifications of these applicants before it is desirable to open school. Again, the continuance of the August examinations distinctly perverts the summer school and well-nigh forces it to become a school for cramming. Worse than this, some summer schools are especially organized to prepare teachers for examina-



tions and thereby foster the idea altogether too prevalent that the aim of education is the passing of examinations. Summer schools should have a large place and purpose in education; they should provide a resort where teachers may come together for conferences, for enlargement of vision or for special help for special needs. In the summer school, certainly, examinations should be an incident, not a goal.

The August examinations in 1912 were held in 182 schools and as a result 357 certificates were issued, classified as follows: training class, 145; rural school renewable, 113; academic, 33; elementary, 66. Certainly the 145 training class pupils who earned certificates at this time had been attending instruction for a year or more and their records as students were on file. On the joint application of training class teacher and district superintendent they should have been able to secure a conditional training class certificate, if they were at all worthy to receive one. In view of the foregoing considerations, it is earnestly suggested that August examinations for teachers be discontinued after August 1913.

It is the glory of New York State that best of all states it aims to protect its citizens from untrained physicians, untrained dentists, untrained pharmacists, untrained nurses and untrained lawyers. The State has also made a good beginning in protecting its youth from untrained teachers; but so long as one-third of the vacancies in teachers' positions must be filled each year with teachers who have received no special training whatever, much remains to be done. And yet the records of the past seven years are filled with promise. It is evident that the people are demanding better teachers and are paying better salaries. It is evident that the high school graduates are not turning aside from the teacher's calling. It is evident, that in spite of serious defects and much savage criticism, the schools more and more are engaging the attention and the hopes of the people.

#### PROFESSIONAL EXAMINATIONS

During the year 26 separate professional licensing examinations were held, 2943 candidates were examined, 14,991 papers were rated by the several examining boards and 2251 licenses were issued. There is an increase of only 66 licenses over the previous year. This is an encouraging sign. There is no lack of professional licentiates to meet the demands of the public. The fact is that the professional schools throughout the country have been turning out

an oversupply of graduates. The general and fortunate tendency now is to strengthen entrance requirements and to insist upon thorough professional training. If as a result the number of graduates is not increased or is even lessened, especially in dentistry, law and medicine, the public will be the gainer. Our professional laws have always placed emphasis upon the time element as well as upon intensive study, and now set the standard for the whole country in the time that shall be spent by students and the character of the work that shall be done in all professional schools. We have not been, and are not yet, as careful as we ought to be about the minimum standard of preliminary education. With the very high position that the State takes in the regulation of the medical profession, it ought very soon to insist upon more than the ordinary high school education for beginners. Conditional matriculation in any professional school ought soon to be stopped; and immediate steps ought to be taken to stop such matriculation in dental schools. Few persons can do justice to preliminary and professional work at the same time; and the conditional matriculant almost invariably looks upon his unfinished preliminary work as something to be circumvented if possible. All convenient short cuts for the class of candidates who place more emphasis upon the acquisition of a credential than upon the possession of knowledge should be removed. It is already time to fix and to enforce a definite educational standard for all candidates for admission to registered nurse training schools; and it is hardly too much to hope that in a few years all such candidates may be required to have a full high school education or its equivalent. The advancement of the requirements for qualifying certificates in optometry and in pharmacy ought to be considered; and a first step might be taken by specifying the subjects which would be accepted upon examination for such certificates. No attempt is made here to discuss the operations of the several professional boards. The division conducts the correspondence with all professional candidates, conducts the examinations, issues the licenses and makes a detailed report which is more properly discussed in the report of the First Assistant Commissioner.

#### CONCLUSION

One can not watch the operation of our great state-wide examination system, reaching from the grades through all classes of schools to professional licensure, without occasionally questioning

what the real purpose of such a system is and where the real center of gravity in our whole educational scheme ought to be. Our regulations, which have been subjected to severe tests, are the product of the best thought of many minds. In no case is an examination alone the sole test of a candidate's fitness to possess a given credential or to practise a given profession. The academic diploma, for instance, upon which a teachers certificate may be issued, is earned upon examinations; but it is only the official evidence that the holder has spent four years of study in an approved secondary school. The state teachers certificate, earned after severe tests, is merely an indorsement of several years of study and of successful teaching experience. The medical licensing examination is only the means which the State uses to legalize medical practice, and the license itself reaches back to the preliminary education and to the four years of serious professional study in a school which has maintained a standard satisfactory to the State. All our examinations provide for and presuppose thorough and systematic training. The danger in our system lies in the tendency to turn this period of training into a mere preparation for the incidental examination which comes at the end. After their useful purposes have been taken into account, it must be remembered that all examinations are incidental. There is quite as much danger of this fact being forgotten in the schools as in the central departmental organization. No examination is ever discontinued by the Department without instant clamor from the considerable number of school men who seem always to have their attention riveted upon counts rather than upon teaching. In and out of the office we need to bend every energy to cut mechanical processes and red tape to the minimum and to keep undue emphasis off mere examining. Whatever excellent results our examination system gains in the orderly issuance of credentials whose face value is good wherever presented and whatever beneficent ends may be gained by the testing of the knowledge of individuals, it ought not to be forgotten that the greater usefulness of such a unique examining system lies in the high educational standards which it sets and in the tests to which it submits the institutions, rather than the students, under its supervision. It is well, therefore, that we should at all times be on our guard to prevent our examining system from displacing the real center of gravity of our educational policy.



## X HISTORY DIVISION

PREPARED BY  
JAMES A. HOLDEN  
*Chief, Division of History*

The writer was appointed State Historian May 2, 1911, by Governor John A. Dix, to succeed Hon. Victor H. Paltsits, whose term had expired. Scarcely two months before had occurred the disastrous Capitol fire, in which the manuscripts and reference books of the State Library were almost entirely destroyed or made useless for a considerable time. The position confronting the incoming State Historian was a peculiar and difficult one.

Appointed under the provisions of chapter 393, Laws of 1895, and its amendments, to compile, edit and prepare for publication the official records of the State, as those records had been partially destroyed or rendered of little value, and the restoration by the State Archivist of those remaining was a task of apparently endless extent, the State Historian's first duty was obviously one of reconstruction of the office on broader and more definite lines, involving its change from a publication bureau to something that would be of immediate practical value to the State.

### SIR WILLIAM JOHNSON PAPERS

At this time the State Historian was fortunate to find with a quantity of unused material in his office, a mass of proof and memoranda prepared by Hon. Hugh Hastings, former State Historian. This matter relating to the papers of Sir William Johnson, who possibly did more for the making of the Empire State than any other statesman or politician, was immediately investigated as to its possible value.

The Johnson papers had been badly riddled by the fire but, it seeming wise to start with these papers under all the circumstances, the work of restoring them was begun by the State Archivist. The labor of getting them in readiness to print, using as a basis the old proofs, collating these with such manuscripts as were not burned and adding all the papers in other collections which had not been included by Doctor O'Callaghan in "Documents Relating to the

Colonial History of New York" and "Documentary History of New York," was begun in July 1911.

In connection with the proposed publication of the Johnson papers, arrangements have been made with Richard J. Brown, formerly county engineer and surveyor of Warren county, who is thoroughly acquainted with the topography and landmarks of the Adirondack region, and with Professor Louis Mitchell, of the engineering department of Syracuse University, to prepare and compile maps showing the military roads followed by Sir William Johnson in his campaigns, the location of his activities, and such other information as may be deemed useful to historians.

During the past year the division has tried to locate different collections of the Johnson letters, for the purpose of securing copies to supplement the documents saved from the fire. This fall circulars were sent to all the larger historical associations and the great libraries of the country, making inquiries as to what manuscripts may be in their possession relating either to Johnson or to Governor George Clinton. The division is also taking up the matter of securing from the British Museum and the Public Record Office in London, copies of all the Johnson material which was not obtained by Doctor Brodhead and his agents for the State about seventy years ago.

While at first it was planned that the first volume of the Johnson papers would be issued during the coming winter, using simply the materials at hand, it has now been decided to make as definitive a publication as possible. It is therefore now proposed to await the results of searching all these sources for papers and documents relating to Johnson, before publishing the initial volume, and to take such time for this research as may be necessary to do the work in a satisfactory, scholarly and proper manner.

Some day it may be deemed advisable to add to this collection whatever Sir John Johnson material may be found here, in Canada or abroad, and which has not already been used by historians, for the purpose of fully illustrating the later influence of the Johnson name upon the history of the country.

#### MERGER IN EDUCATION DEPARTMENT

It having been decided that it was for the best interests of the State to combine under one head those different offices of the State government which were working along allied and cognate lines, legislation affecting the office of State Historian was introduced and

became a law under the title of chapter 380 of the Laws of 1911. This legislation, which also established the office of Supervisor of Public Records, an adjunct to government regulation long desirable, was given in full in the last Department report.

Under the provisions of this law, on October 1, 1911 the office of State Historian became merged in the Education Department as the Division of History. On December 11th, by action of the Board of Regents, the transfer became effective, the head of the division being denominated "State Historian and Chief of the Division of History." The employees and attaches of the office were reappointed to their respective positions, the former quarters in the Capitol being retained until such time as the entire Department should be moved into the new Education Building.

#### BIBLIOGRAPHY OF THE STATE PUBLICATIONS

During the past sixty or seventy years the State has issued at different times and from various departments works of historic value. No complete list or bibliography of these departmental publications exists. An attempt is being made by the Division of History to collect and prepare a rough bibliography of purely historical matter which has been printed by the State. But even this, it is apparent, will require an expenditure of considerable time. A suggestion was accordingly made to the Director of the State Library, that the Library School students compile a bibliography of the State's official publications. The suggestion was well received and will undoubtedly be acted upon at no distant time.

As the case stands at present, there is no standard, no system and no uniformity in any of the State departments or their various subdivisions in preparing and publishing historical matter. If this material could all come through one department, or one designated official, it would redound more to the credit of the State and its publications than is now the case. This division has found that such a "hit or miss" system of publication has led to much confusion and some dissatisfaction. For example, frequently during the past year the State Historian has been asked for the transactions issued by various commemorative commissions, appointed by recent Legislatures or executives, which have issued their own reports. In some instances letters have been received from legislators who had been instrumental in appointing these commissions, and who did not understand why the State Historian's office did not have the issuing and distributing of such publications.

I am aware that this is a complex and difficult matter to arrange satisfactorily; but in the past it has been peculiarly the prerogative of the Board of Regents to have charge of such matters, and the standardization of all historical publications of the State might possibly be a topic to which the Board would care to give some consideration in the future.

#### THE CLINTON INDEX

There was in course of preparation in the office when the writer took over its duties the first part of the Index to the George Clinton Papers, extending from A to F. This index, with an explanatory introduction, was brought out and distributed to people having the Clinton Papers as published, in the early fall of 1911, and work immediately begun on the second and concluding part of the index.

#### PUBLICATIONS OF THE STATE HISTORIAN

So many inquiries have been made as to the publications of the State Historian, and as to what issues are now in print, that the following list has been prepared, showing exactly what is now obtainable:

- (First) Annual Report of the State Historian, 1896 (pamphlet, very few available)
- Colonial Series, 2 vols. (vol. 1 out of print)
- Papers of Daniel D. Tompkins, 3 vols. (vol. 1 out of print)
- Papers of George Clinton, 8 vols. (vols. 1, 2, 3, 5 and 6 out of print)
- Council of Appointment, 4 vols. (all out of print)
- Ecclesiastical Records of State of New York, 6 vols. (vols. 1 and 2 out of print)
- New York and War with Spain, 1 vol. (out of print)
- War of Rebellion Series-Memoirs of Colonel Silas W. Burt (pamphlet)
- Minutes of Commissioners for Conspiracies, 1778-1781, 3 vols.
- Executive Council Minutes, 1668-1673, 2 vols.
- Index volume to George Clinton Papers, vols. 9 and 10 (vol. 10 in preparation)

For certain of these works there is a great demand, and inasmuch as many of the records contained in these volumes



were destroyed or ruined by the fire, it is a question which might well be carefully considered, whether some of them ought not to be immediately reprinted, specially as any great or sustained demand would quickly exhaust the surplus volumes now on hand.

#### RECLAMATION OF PUBLIC DOCUMENTS AND RECORDS

It is a common occurrence to read in the historical magazines, and even in the papers of the day, that some one has presented to the Congressional Library, or to some of the various historical or patriotic organizations of the country, the papers of certain noted and important persons whose lives were intimately connected with the history of New York State. In many instances these records, from the necessities of their origin, must have been compiled by State employees and been paid for by State funds.

It is a nice question, not only in ethics but in management, how and in what way to recover for the New York archives, the papers and records which properly belong to them. But it would seem as if some satisfactory plan might be devised to have this done.

During the early history of the State but little attention was paid by the proper officers to the preservation of its records; almost anyone could have for the asking and, it has been alleged, at times without the asking, anything which struck the fancy in the way of manuscripts and records in any of the departments. It has been stated by those who ought to know, that valuable papers have been despoiled of priceless autographs to grace the collection of some unscrupulous collector; while stamp collectors have ransacked old and dusty files for postmarks, rare postage stamps and objects of interest, pertaining to their peculiar fad.

Then too some papers have been lent in the past to historical workers who probably meant to return them to the State files, but who for one reason or another never did. Again employees, or in some cases chiefs and heads of departments, have carried away at the end of their tenure of office, documents of personal interest, which would have been extremely interesting in throwing sidelights on the particular period they covered.

These reasons account in some degree for the continual turning up in auction rooms, in dealer's catalogs, and at sales, of official papers, letters and documents unquestionably belonging at some time to the Commonwealth, but which have fallen in a quasi-legal manner into the hands of private and legally innocent collectors.

## COMMISSION FOR PRESERVATION OF ARCHIVES

While the State Historian feels some delicacy in infringing on any prerogatives of the Supervisor of Public Records, or saying anything to affect possible suggestions which may be contained in his report, still he feels so keenly the need of certain drastic legislation in respect to records that he ventures to make a suggestion at this time.

The act constituting a State Supervisor of Public Records was an admirable one, but for historical purposes it needs to go farther. The present statute is permissive and educational only. It should be made mandatory with penalties for noncompliance. The jurisdiction of the division should be made to comprehend not a portion but the whole of New York State. The State departments now excepted from the provisions of the law, should by all means come within his jurisdiction, if the really important and the most valuable and historical of our public documents are to be preserved.

This is the day of projected conservation of sources after the great watersheds have been cleared of their protecting forests and their spongy moisture mats have dried up. But just as the true fountainhead can not as yet be reached and tapped, owing to the indifference and lack of foresight of the people of the State, so it will avail but little the future historian to have preserved the tricklings of historical matter from the minute streams of small political divisions, if the great sources of that matter, the State departments, are allowed to destroy indiscriminately their documentary files and records with neither check nor restraining hand to prevent them, should they care to do such a thing.

I therefore respectfully recommend for serious consideration by the Board of Regents and the Commissioner, the preparation of legislation intended to place under the control of the Supervisor of Records all old records of the counties of the State, including New York and Kings, which he and the State Historian shall deem of historic value.

For the supervision and preservation of the various State department records, I would suggest that there be a permanent records commission consisting of the State Historian, the Supervisor of Public Records and the State Archivist, to which should be submitted all papers and documents which any department might wish to destroy or dispose of, and that no such documents or records should be done away with, until such records commission

should give its formal assent thereto in writing, to be filed in the department as part of its records.

If deemed of small historical worth, a number of such cognate and allied papers could be combined and photostated, and the plates filed, making less bulk to care for, the plate to be officially signed and recorded by the commission, and the originals disposed of in such manner as might be deemed best.

The scheme could be amplified and further safeguarded by having a representative from each department whose records were being considered and a member of the Attorney General's staff on the commission pro tempore and ex officio for the particular occasion.

The fact that New York, up to about twenty years ago, was extremely careless of her archives and exceedingly lax in the administration of her historical source material, may now be handsomely retrieved through the magnificent fireproof building just dedicated to learning, education and history, and by placing in the hands and custody of the body of men best fitted to conserve the history of the State every scrap of paper which has any bearing on its magnificent and unparalleled growth as the leading commonwealth in the great sisterhood of States.

#### LOSS OF NEW YORK HISTORICAL MATERIAL

It is hoped by the Division of History that the construction of this fireproof building, with its suitable vaults, steel files, and places wherein to store such material, will now arouse such an interest in the public mind, that Albany and the new Education Building will be deemed the only proper resting place for historic collections of manuscripts, or that class of State records which has been, and is, continually going to the Congressional Library at Washington.

Next to the use of our own State depository, I should gladly approve and advise the placing in the splendid, well-managed library at Washington of those records that are worthy of preservation, but I believe that the time is now at hand when we should decidedly render unto New York the things that are New York's and unto the nation the things only that are the nation's. It is to be hoped that the future policy of this State will be liberal enough to provide for the Education Department ample means, so that it may obtain these valuable and desirable source materials, which the State should own, whenever such collections are offered for purchase.

That the State of New York should have lost the Martin Van Buren papers, which the Congressional Library acquired a few years ago by gift from the descendants of Martin Van Buren, and that within the past year or so valuable diaries and correspondence of Chancellor James Kent of New York should have gone to the same repository, are matters of sincere regret. But there are many other collections relating to New York's great men which should be secured before it is too late.

While the messages of the Governors of New York have been put in printed form, and the work been well done by a capable hand, there must still remain the more intimate and personal executive papers of every Governor from the establishment of the Commonwealth to date. These should be looked up and secured for the State archives.

It is possible that a public appeal made by the Department through the newspapers of the State, for diaries, old letters, manuscripts for the State Library or for the use of the Division of History, which could ultimately be deposited in the archives of the State, might meet with a most gratifying response now that proper facilities have been provided for their care.

#### RECORDS OF THE WAR OF 1812

There has always been a tradition in several departments of the State having to do with public records, that all the documents and archives of the State relating to the War of 1812 had, at the request of the federal government, been lent to the authorities at Washington after the conclusion of the war, the government records having been destroyed by the British when they captured Washington.

In the first annual report of Hugh Hastings as State Historian, published in pamphlet form in 1896, he states (page 9) that the agent of New York appointed by Governor DeWitt Clinton for the purpose of settling the demands of this State against the United States, presented to the third auditor of the treasury all the documents in his possession relating to the War of 1812. So that in 1853, State Comptroller John C. Wright, having been asked "whether the veteran corps of New York had received from this State additions to their pay from the United States for services during the War of 1812," reported that, "There are no documents, records or books remaining in this office which refer to or can be used to furnish the information sought by the

resolution of the honorable the Senate." Again, Hastings says, "All the pay rolls and other papers relating to the payment of the volunteer, drafted or enlisted corps who served in the War of 1812 from this State, were transferred to Washington, and the accounts adjusted and settled and the money advanced by the State for the support of the War of 1812 was reimbursed by the general government." (Id. pages 9-10)

Since that time and on various occasions State officials and historians interested in the War of 1812 have endeavored to secure from the record and pension bureau of the War Department, in whose custody these records had finally been placed in 1892, either official copies of the records which properly and legally belong to the State of New York, or permission to copy them, only to meet with a refusal on the part of the authorities in charge, either to allow them to be copied or, in many instances, to be seen.

Through letters and the public press, the writer has been advised that an intolerable condition has existed in Washington during the past few years since the custodian of these documents assumed to forbid the use of the government archives for historical purposes. This official having been removed or allowed to resign by President Taft, on account of alleged contumacy and arrogance in disobeying the orders of his superiors to show the records, it is said the condition complained of no longer exists, or at least has been ameliorated. (The Nation, January 25, 1912, pages 78-79)

As long ago as the date of the publication of the Daniel D. Tompkins Military Papers, the State Historian stated: "The failure to supply the Christian names of many of the officers who are mentioned in this work, is due to the fact that three-quarters of a century ago the State of New York sent to Washington all the muster rolls and all the evidence of service of the troops who were furnished by this State during the second war with Great Britain. The agent who deposited these valuable records in Washington failed to take the precaution of making duplicate copies. These records are not accessible at the present time, because of the apprehension of the authorities that the material will be utilized by pension agents." (Volume 1, page 775)

Writing one hundred years after the event, it would seem as if no good ground for such an apprehension could now exist, and that any danger of a flood of pension applications was long since

past; but, even if there were such grounds, these records belong to New York, not to the federal government.

So I would respectfully recommend that, if the Board of Regents can not secure the return of the original documents belonging to New York and pertaining to the War of 1812, some method be adopted whereby they shall be copied and those copies be deposited in the archives of the State.

In the introduction to his transcript to the Tompkins Papers, Mr Hastings justly calls attention to the great service rendered by New York during the War of 1812, and the very inadequate credit which it has received at the hands of historians, specially those of New England. With the centenary of the War of 1812 at hand, would it not be a fitting time for the State to obtain from the national government and publish those documents which go to show the prominent part which it played during the second war with Great Britain?

In this connection it might be stated that the State's Adjutant General is contemplating the publication, within the next two years, of certain pay rolls, etc. relating to that war, obtained from the records of the United States auditor's office at Washington about thirty years ago. Meanwhile, an investigation could be made of the papers in the War Department to ascertain their historic worth.

The following item taken from the American Historical Review for October 1910 (page 211) shows the paucity of the State records for 1812 which were turned over to the State Library by the Comptroller in that year: "The papers which refer to the War of 1812 . . . are for the most part accounts of the Governor, paymasters and commissaries; but there are some items relating to payments to American prisoners of war, Niagara sufferers, etc. No muster rolls of the militia are found, but there are a number of enlistment papers of men who served in the corps of sea fencibles." (These papers, amounting to twenty-five volumes, were saved from the fire.)

#### HISTORICAL PUBLICATION BUREAU

Eventually, it would seem that it would be for the best historic interests of the State for some central organization, under State control, to take up the question of collecting and publishing in a suitable manner the papers and essays presented before the smaller historical and patriotic societies of the Commonwealth, which contain considerable of value and historic worth, and show not a little **research.**

If beneficent legislation could be obtained, whereby all such societies would cooperate with and be chartered by the Board of Regents, such a plan as indicated could undoubtedly be worked out.

#### THE STATE HISTORIAN'S FUNCTIONS

As has been stated before on various occasions, the functions of the State Historian have been rigidly defined by statute, showing that the occupant of the office is not, as supposed, a diarist or chronicler of State events, but practically an editor and publisher of certain selected documents and papers from the State archives.

It has been the custom of the State Historian since the office was formed, to answer fully all historical queries which came to him direct or which were referred to him by the various State departments and to furnish data for, or correct, historical inscriptions which are to be placed on State memorials.

The organization of various patriotic societies intimately related to the several wars in which our country has been engaged, has led to a great demand for genealogical data. The Division of History and its predecessor, the State Historian's office, were never equipped for genealogical research, and so it has been customary to turn such queries over to the genealogical section of the State Library. Since the fire, however, all correspondence of this sort has been answered by the Division of History, whenever the information could be obtained from the reference books on hand; and, when such information was unobtainable, the questioners have been referred to possible further sources of information.

It is of course debatable whether the time of this division, with a limited staff and other work in hand, should be occupied by such investigations, pleasing and interesting as they are, or whether there should not be some person appointed in connection with some division of the Education Department, to whom all such queries could be officially referred.

With the multiplying of these various societies and organizations and the growing desire on the part of men and women alike to trace their ancestry, it will undoubtedly soon be necessary to establish some sort of a section to which these inquiries can be sent, which shall be under the jurisdiction of this or some other division, and charge, as is done in other countries by official searchers, a small fee for such examination. This should, judging from the number of inquiries received in the course of the year, make the position, in part at least, self-sustaining. If this information is worth having, it would seem to be worth paying for, and there is

no reason why, involving as much work and labor as it now does, it should be furnished free by the State officials who have enough work to do in other lines.

### COLLECTIONS OF NEWSPAPERS

There is usually to be found in every locality at least one person who becomes a collector of old local newspapers. It would be well if the names of such collectors could be obtained and classified. The New York State Library was noted for years as being very rich in this sort of source material. It will be impossible ever to replace these files of former days, especially of colonial and revolutionary times, but the later ones can be and should be secured, particularly files of the old weeklies which flourished in nearly every county in the State during its first half century, and whose value is incalculable in estimating the political and civil history of that period.

The question of keeping files of newspapers of today is affected to a great extent by the poor material on which they are printed. The papers of fifty years ago, printed on rag paper as it was called, or even those of a later date, printed on "straw and rag," are as good today as when they came from the press, if they have been properly preserved. On the other hand, the modern wood-pulp papers become yellow and crumble after a year or so of exposure to sun or handling.

If such a thing could be brought about, I would recommend that either for this division or for the State Library, these old files be secured and acquired wherever possible. Then, if at some time it is deemed best to make files of the modern papers, and even this time should not be unduly delayed, they should be treated in the same way and by the same process which has been followed by the State Archivist to secure the preservation of the manuscripts and State papers left after the fire, in order that fifty years from now people may be able to use them without their falling in pieces at the touch of the reader's hand.

As a beginning along this line, a very complete collection of Warren county papers, made by the late Dr A. W. Holden of Glens Falls, and latterly by the State Historian, has been lent to the State Library; while, in honor of his father, the late Judge Halsey R. Wing of Glens Falls, the Hon. H. McKie Wing of that city has also, at the suggestion of the State Historian, deposited in the State Library a very interesting and extremely valuable lot of newspapers of the Civil War period, including the New York World, Albany Argus and Glens Falls papers.



## INDEX TO THE ECCLESIASTICAL RECORDS

Soon after the writer became State Historian, he began to receive letters from well-known historians and persons interested in history regarding an index to the Ecclesiastical Records of the State, which were published in six volumes under the auspices of the State Historian between the years 1901 and 1905. These records were obtained by the Rev. E. T. Corwin D. D., while abroad, most of them during his sojourn in Holland, and their history is so well known that it needs no elaboration here. It had been the plan of Mr Hastings to have an index prepared for these very valuable records, and an appropriation of \$1500 had been secured from the Legislature for that purpose. Mr Hastings's successor, however, allowed the appropriation to lapse.

The question of a new appropriation was brought up to the writer by Dr Corwin and his friends, who were very desirous of having the index for which Dr Corwin had long been preparing data and material, finished by him. He now offered to do the work for \$500, generously donating to the State the time, expense and thought he had already expended on the partial preparation of the index under the old arrangement, at the time when he and his friends supposed that was to be carried out. An item to cover the revised price of this work was inserted in the supply bill for 1912, was approved by the Governor, and thereupon became effective. I am glad to report that Dr Corwin entered promptly on his labors and that the index is progressing satisfactorily.

Outside of the Clinton Papers, there have lately been more demands on the Division of History for an index to the Ecclesiastical Records than for almost any of the other publications of the State under its direction.

## LEGISLATION

The Legislature of 1912 passed an act intended to preserve records of inscriptions on gravestones in old and abandoned burying grounds, which may be taken hereafter for public use. It was signed by the Governor and became chapter 151 of the Laws of this year. In connection with the abandoned graveyard inscription bill, circulars prepared by the division have been sent to all the town and city clerks, asking for information as to inscriptions on old graveyards in their vicinity. This, if the circular and questions are fully answered, should give valuable data of interest to genealogists and historians. .

Other legislation for the preservation of historic memorials received the attention of the division, in connection with the work of the New York State Historical Association along the same lines, which resulted in definite action in many cases, although it is to be regretted that lack of funds compelled the vetoing of a number of appropriations with which it was hoped to purchase some of the great historic battle fields of the State.

#### GENERAL ACTIVITIES OF THE DIVISION

At a meeting of the State Teachers Association, held in Albany last November, in an address before the history teachers of the State, the writer explained in detail how the schools could cooperate with the division, and also how in his opinion a greater interest in State history could be created. Later on questions referring to the paper were prepared and sent to all the history teachers of the State, for the ultimate purpose of arousing interest in the history of their own locality and supplying the division with certain information. A number of satisfactory answers were received, although the percentage of replies was smaller than it should have been. It is hoped that further good will come from this attempt to cooperate with the schools, which is the first time since the office of State Historian was instituted sixteen years ago, that any such practical cooperation has been attempted.

During the year active correspondence has been maintained with secretaries of historical societies, associations and organizations of allied interests, both for the purpose of a helpful interchange of ideas, and for acquainting such societies with the plans of the division. Every effort has been made to procure for the division cooperation and assistance along mutually interesting lines of endeavor.

The dedication of the Crown Point lighthouse, by the Governors of New York and Vermont, occurred July 5, 1912, marking the tercentary celebration of Champlain's discovery. At this time the State Historian as an ex officio member of the committee in charge of the Crown Point reservation, received from Governor Dix, for the New York State Historical Association, the custody of the beautiful tablet affixed to the walls of old Crown Point fort by the Society of Colonial Wars. This was erected by the society in commemoration of the historic events which occurred there in 1759.

Another and more recent event was the acceptance by the State Historian for the State, and dedication of a memorial tablet to the late William Leete Stone, the noted historian, who was secretary of the old Saratoga Monument Association for many years, and who did so much toward the final erection and completion of this historical marker. This tablet, given by the family of Mr Stone, was unveiled just previous to the impressive ceremonies attending the dedication of the monument on October 18th.

#### EXPENDITURES

When the present State Historian assumed his duties on May 22, 1911, he found available for his use the following State moneys: salaries of the Historian and employees, \$2551.23; express and shipping fund, \$1088.92; office expense fund, \$740.20. On October 1st, when the office was transferred to the Education Department, the salary funds having been paid out in due course, there had been disbursed from the shipping fund, according to the Comptroller's report, \$24.52, and from the office expense fund \$448.95.

#### SPECIAL LIBRARY

On assuming office, the writer found no sort of a working library, it having been customary apparently for the holder of the office to furnish such books as he might find necessary, apart from those in the reference collection of the State Library. This latter collection having been destroyed, it seemed necessary to fit out the office library with such books of reference as were in constant demand, in addition to those which the writer supplied from his own considerable collection of Americana. In this connection it would seem only proper and right that the Division of History should have a full and complete collection of the county histories of the State, as well as of the works directly relating to its history or that of the metropolitan district. Whoever may be chief of the Division of History should not be expected to furnish from his own rare, valuable and out-of-print collections, no matter how willing he may be to do so, books to be worn out, and possibly in the end rendered valueless, in the service of the State. While it may be true that many of these books are or eventually will be in the new State Library, it is also true that they are liable to be in use and therefore not promptly available for division purposes; and that the time required in going to the library, looking up matter and then returning to the office to work it up, could be put to much better use, involving as it does, not only an

unnecessary loss of time but a breaking of that continuity of thought which is vitally necessary for an exact presentation of any subject.

#### REMOVAL OF OFFICE

It may be of interest at some future day to have recorded here the fact that over sixteen years ago, before the consolidation of the two educational departments, Dr Thomas E. Finegan, now Third Assistant Commissioner of Education, who had just organized the Examinations Division of the Department of Public Instruction, discovered available space and had built in the then unused top floor of the Capitol the room afterward used by the Examinations Division, until its removal to the new building a short time ago. About the same time State Historian Hastings had constructed in the opposite corner tower the extremely delightful rooms occupied by the State Historian's offices. These quarters were used for the last time and evacuated October 4th, being then turned over to the Fiscal Supervisor of Charities for his use. The Division of History is now desirably situated in room 330, on the third floor of the new building.

#### CONCLUSION

Hampered as it has been by the plight of the State Library, the loss of valuable manuscripts both direct and collateral, and by being obliged to work, like all other departmental divisions, under adverse conditions and numerous disadvantages, considerable progress has nevertheless been made in the way of keeping the Division of History before the historical agencies of the State, and in maintaining the high aims and purposes which had marked its progress during previous administrations.

In conclusion I believe that under the new conditions, having a suitable building to work in, with all the units housed under the one splendid covering, with the reestablished State Library and the friendly correlation of the various divisions and sections of the Department assisting to create a harmony of purpose, that the historical work of the State will be enhanced and decidedly benefited by all the helpful instrumentalities which have been, or are still to be provided. The Division of History therefore enters upon its second year of existence with the hope that the results shown at the end of the year may justify its being, and prove its worth to historians, scholars and everyone interested in the recorded events which have culminated in the erection of this Commonwealth.

## XI INSPECTIONS

PREPARED BY  
FRANK H. WOOD  
*Chief, Inspections Division.*

The statistical summary for the present year given on the following page sets forth the extent and nature of the work of the various inspectors assigned to this division.

### SPECIAL SCHOOLS

The inspector of special schools has made one or more visits to each of the thirty-three Indian schools, attended teachers conferences on each reservation, addressed assembled Indians on various occasions, looked after the purchase of supplies and the repairs and improvements of buildings, prepared instructions to teachers, examined monthly reports and made a card record of all Indian pupils. He has also introduced reading among the teachers for professional improvement and on some reservations has succeeded in organizing teachers meetings to discuss the prescribed reading. The reports of inspection indicate that in this field the educational problem is very closely connected with the social problem and that the schools should more and more be centers of influence to uplift and modernize life on the reservations. Good progress in this direction is reported on the Tuscarora and Onondaga reservations.

Schools for the deaf and for the blind have likewise been regularly inspected as heretofore. A conference for the teachers of the deaf in the public and private schools of New York City held during the year was notable because it was the first of the kind ever held and because the interest manifested in the program augurs well for future meetings. The special feature of the inspector's work in these schools during the past year has been the assemblage of statistics bearing upon the relation of progress of deaf pupils to the time element in instruction. The data obtained are instructive and will be tabulated later.

The enrolment in the prison schools for the past year is as follows: Auburn (men) 774, (women) 85, Sing Sing 854, Clinton 766, Great Meadow 80. These schools are now reaching about 30 per cent of the prisoners. The inspector reports that the peculiarly

Summary of work of inspectors

INSPECTORS	Total days to official work	Total days to inspections	Average no. of hours (excluding travel)	Average no. of hours daily to travel	No. of inspections pub- lic, elementary and secondary schools (Univ. institutions)	No. of inspections pri- vate, elementary and secondary schools (Univ. institutions)	Public schools not Univ. institutions	Private schools not Univ. institutions	Training classes inspected	Days to educational meetings and con- ferences	Days to Examin- ations Division	Days to official corre- spondence and desk work	Additional days to special assignments
Arms, S. D. (Latin) . . . . .	244½	110	8½	3½	96	8	4	8	..	16	88½	18	12
1 Arnold, E. E. (Mathematics) . . . . .	161	81	7½	3½	66	6	1	9	..	6	45	29	..
Bartholomew, W. E. (Commercial subjects)	252	107	5½	1½	83	6	..	27	1	15	49	51	..
Clement, A. G. (Biologic science) . . . . .	275	168½	7½	2	79	18	3	30	..	12½	90	..	..
Cobb, C. N. (Physical science) . . . . .	278	115½	6½	4½	50	25	2	14	..	16	104½	46	..
2 Congdon, R. T. (English) . . . . .	165	55	7	3	50	6	..	..	..	6	25	14	65 (Special office work)
Hall, A. E. (School buildings) . . . . .	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply	These headings do not apply
Hill, A. C. (Special State schools) . . . . .	289	131	8½	3½	65	16	1	61	..	17	85	25	19
Holcomb, W. A. (Elementary subjects) . . . . .	279	132	10	4½	121	3	1	6	82	15	81	31	..
Johnson, W. D. (Training classes) . . . . .	240	130	7	4	62	4	8	20	14	30	71	19	..
3 Lytle, E. W. (History) . . . . .	267	157	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed	Can not be computed
Price, W. R. (Modern languages) . . . . .	284	141	8	4	19	44	..	41	..	22	84	26	26
Skinner, A. W. (English) . . . . .	..	..	..	..	..	..	..	..	..	7	..	..	..

1 Appointed December 21, 1911.

2 Appointed January 1, 1912.

3 Transferred to Examinations Division June 1, 1912.

efficient work and satisfactory results of the New York prison schools are due to the fact that they are real schools: they are organized similarly to public schools, are in session every day and are in charge of head teachers, who devote their entire time and attention to the work.

### EXTENSION COURSES

An interesting phase of the work during the year was the inspection of extension courses in the city of New York. These are given under the direction of the colleges and universities of the city, or as a phase of the work of special institutions. In view of the multiplicity and wide range of these courses, it became necessary to limit the range of investigation to those courses which appealed especially to teachers in active service in the city schools. These are given after school hours and on Saturdays and are approximately one hundred fifty in number.

They are taken by teachers and others who desire (*a*) a broader culture, (*b*) credit toward a college degree, (*c*) credit toward promotion licenses or exemption from certain examinations under the rules of the board of examiners of the city school system.

The courses, therefore, may be generally classified as (*a*) cultural in character, (*b*) professional courses<sup>1</sup> in (1) methods of education and (2) subject matter.

Practically all these courses have been personally inspected, and in addition, valuable data, largely of a statistical nature, have been furnished by each instructor in the form of answers to questions submitted by the inspector in charge of the work. These have been classified as Exhibit A, B and C, and are filed in the office of the Inspections Division as a part of his final report regarding these institutions.

Exhibit A contains all the replies received from each institution; Exhibit B contains statistical tables which give, in tabular form, the details of each course; Exhibit C is a summary in similar tabular form of the statistics contained in Exhibit B.

These reports are so exhaustive that it is not possible to give in limited space all the information they contain, but a condensed summary of the important features in Exhibit C is given on the following page.

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<sup>1</sup> Some of these are postgraduate courses, seminarian in nature, leading to an advanced degree.

## NEW YORK STATE EDUCATION DEPARTMENT

UNIVERSITY EXTENSION COURSES IN NEW YORK CITY FOR SCHOOL YEAR 1911-12	STATISTICS FOR SCHOOL YEAR 1910-11 OF THE COURSES GIVEN THEN												
	Number of courses reporting	Required per cent of attendance	Total registration	Average daily attendance	Per cent of attendance	Number of teachers registered	Per cent of teachers to total registration	Total registration of teachers	Number of teach- ers in class who entered the final examination	Number of teach- ers in class who passed the final examination	Per cent of teach- ers who entered examination	Per cent of teach- ers who passed examination	Per cent of teach- ers passed of those who tried
New York University.....	36	80	2546	6383	687	2311	608	d392	d298	d287	d74	d73	d96
Brooklyn Teachers Ass'n Courses at Brooklyn Polytechnic Institute..	7	87	415	288	69	376	90	e202	e59	e68	e34	e33	e97
Brooklyn Teachers Ass'n Courses at Adelphi College..	3	90	251	207	82	232	92			No statistics given			
Teachers College of Columbia Uni- versity.....	21	90	491	1401	692	185	118	e9	e9	e8	e100	e88	e88
Adelphi College.....	6	90	69	66	95	148	187			No statistics given			
Brooklyn Teachers Ass'n.....	17	87-90	159	1908	179	*1110	95	k513	1110	k284	164	k55	185
St. Johns College, Brooklyn.....	9	87-90	1110	839	18	18	16	57	54	n52	n94	n91	n96
College of the City of New York..	21	87	2267	1415	62	1941	85	2255	934	804	42	35	83
Brooklyn Institute.....	14	90	280	206	73	131	48	m111	m57	m67	60	60	100
Institute of Scientific Study.....	5	80	632	561	88	552	87			No statistics given			
Totals.....	139	.....	6220	4524	73	4804	180	3539	1571	1570	147	143	190

a 26 courses reported. b 20 courses reported. c 23 courses reported. d 10 courses reported. e 2 courses reported. f 17 courses reported.  
g 16 courses reported. h 18 courses reported. i 4 courses reported. j 15 courses reported. k 6 courses reported. l 3 courses reported.  
m 8 courses reported. n 5 courses reported. \* Approximately. † In courses where statistics are complete.



The figures given in this table are necessarily incomplete because in many instances the questions were not fully answered. In some cases the records as kept did not furnish the desired information and in other cases certain courses were given for the first time this year. It is evident, however, that in the purely cultural courses the majority of teachers pursuing them do so for their cultural value and not for the purpose of obtaining examination credits.

A careful study of these exhibits together with the detailed reports upon which they are based will furnish comparative information regarding all the courses for which reports have been filed.

There are, however, some phases of the work that can not be fully treated in a statistical manner. These courses differ so greatly in character that it is practically impossible to discuss them in the bulk. All of them have value; they give teachers a broader outlook and by adding to their fund of knowledge make them more efficient. But they vary from the popular lecture intended to entertain or to add to the general culture and knowledge of the auditors, to those requiring the most intensive study based upon a thoroughly well-grounded previous education. Most of the latter are of a seminarial nature involving research work, extensive reading and a maturity of mind not common to the teacher of average grade. These are the courses which attract the college-bred men and women, usually principals and superintendents of schools and departmental teachers in New York and its environs.

The method of instruction is equally varied. In those courses having a large registration it is principally by means of the lecture system, and the work is tested by a final examination at the end of the course of lectures. In the smaller courses a combination of lecture and class recitations usually obtains, while in the seminars, discussions and conferences give the students a large degree of freedom in the development of their individual ideas. While it is doubtless true that the lecture system is desirable chiefly in the cultural courses, the personal equation of the instructor is so important that it is not possible to fix a line of demarcation between the lecture and the class system. A teacher of commanding personality will hold the attention of a class of two hundred for an hour, while another of equal scholastic attainments will be really able to instruct only a fraction of that number. In general, therefore, the lecture system is adapted

chiefly to cultural courses in which a large number are registered, unless the work of method classes or study courses taught in this way is frequently tested by more or less formal examinations, or the class is divided into quiz groups for definite drill and frequent review work.

The question of safeguarding the integrity of the courses is of vital importance. Various methods of keeping the records of attendance are used. In small classes the instructor of course knows each individual and the record is easily and accurately kept, but in the large classes the problem is serious.

None of the methods as used at present assure absolute accuracy in recording attendance. In the report submitted by the inspector in charge, the different ways of taking the roll are discussed in detail and the defects of each are noted. It is suggested that there should be one proctor responsible for the records of each large course and that he should be present throughout each recitation period. An additional safeguard would be an attendance card, to be filled out by the student at the beginning of the course and signed at each lecture. This may be illustrated as follows:

Student's original signature.....	.....
Student's class number .....	.....
Any other personal data deemed desirable.....	.....
.....	.....
Signature of student, lecture no. 1 .....	.....
Signature of student, lecture no. 2 .....	.....
Signature of student, lecture no. 3 .....	.....

Where the professional courses are given under the direct supervision of college authorities and are credited toward collegiate degrees, it is to be assumed that those authorities have established a satisfactory system of recording attendance, have prescribed standards of work and have sufficient tests by examinations and theses for testing the adequacy of its performance. But in the cultural courses, the size of the classes often necessitates the lecture system solely, and it is here that the dangers of irregular attendance are most marked. If such courses were taken largely for their cultural value and not as an easy or perfunctory step toward a degree or a higher license, the objections to them which are current would be removed. In the latter instance where they are used solely as a means of obtaining exemption from examinations, it would seem desirable for the board of examiners of the city school system to establish (1) uniform

standards of admission; (2) limitations of size of classes; (3) a more stringent attendance record; and (4) a searching test by means of quizzes, frequent reviews, written work and an exhaustive final examination of the quality of the work done. When these are given as a phase of the activities of an organized body of teachers, like the Brooklyn Teachers Association, a closer affiliation with other institutions of recognized worth and standing would be mutually advantageous.

In conclusion the inspector calls attention to the great merits of what has been wrought patiently and persistently and conscientiously through a series of years in developing the present system of extension teaching. It has accomplished much in widening the horizon of teachers of New York City and wherever it has been followed as a serious undertaking by the individual teacher, it has added to the virility of her work. It is to be hoped that the suggestions outlined in this report will increase the effectiveness of a valuable phase of educational activity.

#### CREDIT FOR ORAL WORK IN MODERN LANGUAGES

On December 3, 1910 the State Examinations Board provided for special credit for oral work in modern languages in all cases where teachers are certified as meeting proper standards of instruction. The major portion of the time of the specialist in modern languages during the school year was devoted to the inspection of the work of modern language teachers to obtain necessary data upon which to base action on the application for special credit pursuant to the provisions of the resolution above referred to. The following table sets forth the results of this work:

	Elementary French	Elementary German	Intermediate French	Intermediate German	Advanced French	Advanced German	Totals
Applications made . . .	69	130	111	253	26	25	614
Applications granted . .	47	103	63	129	26	25	393
Applications refused							
<i>a</i> after inspection . . .	20	18	9	14	....	....	61
<i>b</i> without " . . .	2	9	5	28	....	....	44
<i>c</i> by cutting down one year . . . . .	.....	.....	34	82	....	....	116

To assist in the proper interpretation of this table, the following explanations are given:

(1) The number of applications represents the total requests for approval in different modern language subjects—not the number of schools presenting applications. (2) The elementary columns are for schools that have no intermediate or advanced courses, and the intermediate columns are for schools that have no advanced courses in these respective subjects. The intermediate course includes the elementary, and the advanced course includes both intermediate and elementary. (3) The applications granted are not to be considered as actual approvals in fulfilment of the prescribed requirements inasmuch as in the majority of cases where credit is allowed, the teachers were reported as more or less deficient in subject matter or pedagogical technic or both. In passing judgment upon the work observed in inspection, a liberal basis of action was adopted because (*a*) it was the initiation of a new plan, (*b*) the limited time available often precluded adequate inspection, (*c*) it was the aim to encourage teachers to undertake this work and if need be to prepare for it by attendance upon summer schools or by study abroad, an aim that has been realized to a very satisfactory extent as a large number of teachers have availed themselves of such opportunities during the past summer.

Inspection of modern language teaching under this resolution of the State Examinations Board clearly demonstrates that in striving to secure special oral credit, the small schools are at present laboring under serious difficulties, some of which are not, however, peculiar to any one department of work. The teacher of French is often, if not commonly, the teacher of German; the modern language teacher must take some other department of work, frequently subjects in two or more departments; the salaries are insufficient to secure teachers specially trained in these subjects; successful teachers of French and German will not take other lines of work even if competent to do so; under existing conditions, the supply of thoroughly prepared teachers is insufficient to meet the needs of the large schools.

It is confidently hoped, however, that the emphasis which the Department is now putting on oral instruction in French and German will lead to similar emphasis in the preparation of teachers in the higher institutions, so that the demand thus created

in the smaller schools for properly prepared modern language teachers will gradually be supplied by the colleges from which these schools draw their teachers.

### COMMERCIAL EDUCATION

During the year 1911-12 inspections were made of the commercial work in 117 schools distributed as follows: 80 high schools, 6 parochial schools, 27 business schools, and 4 miscellaneous schools. The results of the inspections are briefly set forth below.

Commercial education as a distinct part of high school education is given in approximately one hundred twenty high schools, while in addition a considerable number provide elective courses in one or more subjects. The number of high schools that are introducing regular work in commercial subjects is increasing steadily. At least ten will be added to the list for the year 1912-13. No statistics are available as to the total number of pupils registered in the commercial courses, but the reports of the schools show that a fair percentage of the high school attendance, reaching in some cases as high as 50 per cent, was enrolled in some commercial subjects. The subjects in the great majority of the schools were taught by teachers trained especially for commercial work.

In the high schools of the larger cities the commercial work is well organized. The work is usually in charge of a trained and experienced head who is held responsible for the work of the department. The assistants are usually teachers who have specialized in some phase of commercial work. The course laid down is well defined, and the pupils are generally expected to follow the course as outlined. The graduates possess a well-balanced commercial and academic training.

In the smaller high schools the situation is somewhat different. The registration and teaching force do not admit of the full organization of the department nor can there be the same attempt made to furnish the well-balanced training which the larger high schools supply in their four-year courses. The commercial courses are taught largely as electives and there is less restriction placed upon the election of the subjects by the pupils. There often seems to be a lack of appreciation that commercial subjects have their definite places in the high school curriculum, and hence a subject is

frequently elected by pupils from three out of the four-year classes. Too much is attempted in some of the smaller high schools. Either the teaching force should be increased or the commercial work should be limited to the subjects considered most important.

While the introduction of commercial instruction in the smaller high schools is to be encouraged, the work should be carried out in a way that will secure efficiency.

On the whole there has been a steady advance in the development of commercial education throughout the State. School men are studying the problem of preparing boys and girls for the business life of their respective communities. Courses are planned with greater intelligence and with regard to the broad training which the high school is expected to furnish. The syllabus of 1910 has not been changed in any respect. Teachers have become more familiar with it and have planned their courses accordingly. The problem that addresses itself at this time lies in securing a better teaching of the different subjects. Serious attention must be devoted toward strengthening the classroom work, and the time of the inspector for the coming year will be spent largely in this direction.

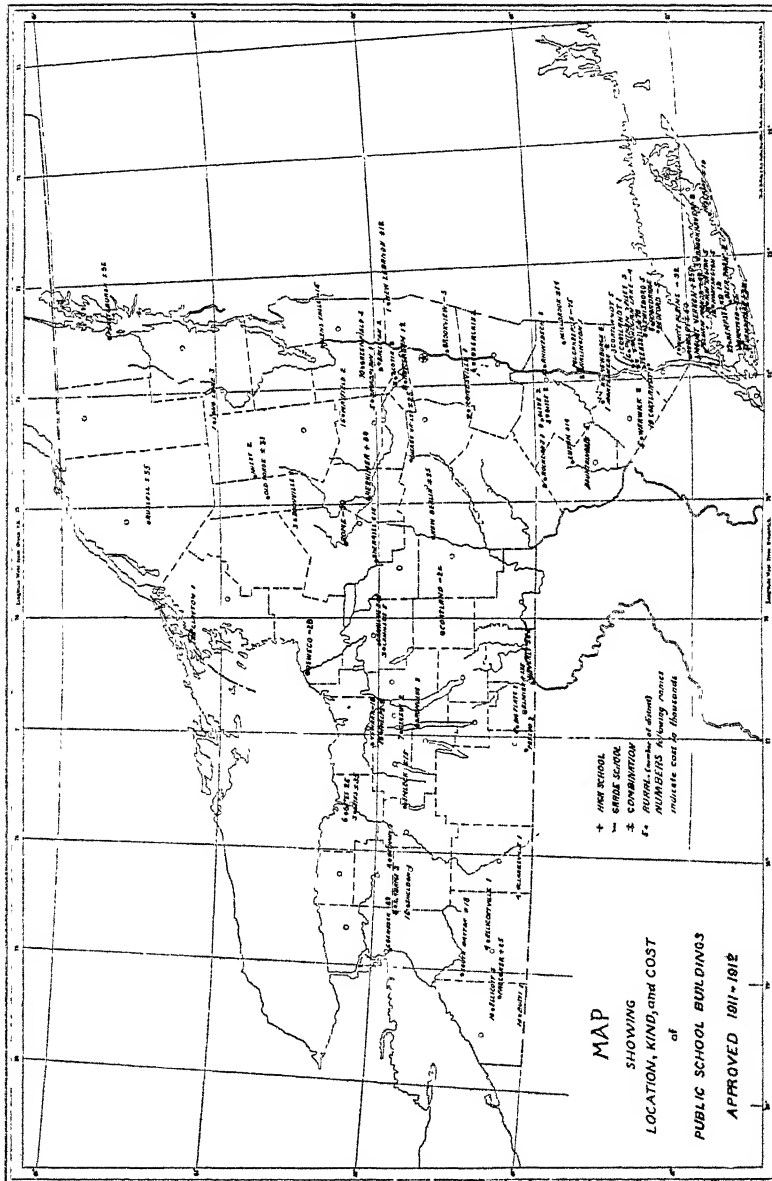
#### RENOVATION AND CONSTRUCTION OF BUILDINGS

Schoolhouse renovation and construction still progresses rapidly. The inspector of buildings remains unable to meet all requests for assistance and special provision has often been made in cases of minor importance. During the year the inspector has attended 64 special school meetings and 54 board meetings. He has inspected 81 new and 54 old school buildings. He has tested the heating and ventilating systems in 61 buildings. In addition to this, he has examined one or more times every set of plans for repairs, for remodeling or for new buildings, that has been presented for approval. With but few exceptions special meetings have voted the appropriations requested, and good feeling has prevailed.

On the following page may be found a map showing the location, cost and kind, of all new public schools, the plans for which were approved from August 1, 1911 to July 31, 1912 inclusive.

#### APPROVAL OF SCIENCE LABORATORY PRACTICE

From the inspections standpoint, the approval of laboratory courses in science for special credit is attended with difficulties which may be briefly summarized as follows:



1 Laboratory exercises in physics and chemistry are not conducted on more than two days a week. Hence the inspector must be governed largely by evidences other than observation of actual experimentation.

2 Some schools are visited before laboratory work is begun, some after it is completed.

3 Under present conditions it is impossible to inspect all the schools each year.

4 Through assistance rendered by early inspection some schools are able to accomplish results worthy of approval, while others equally willing and deserving without this timely assistance fail of approval.

5 When a science course is conducted in an indifferent manner, it is often difficult to determine from a single visit whether pupils are getting sufficient training from their laboratory practice to entitle them to special credit or not.

6 To pass intelligently upon science courses requires the inspector to give more time to this special department than is its just due.

7 One-third of the principals and presumably as large a percentage of the science teachers change each year.

8 Standards must necessarily vary to a greater or less degree, as applied by different inspectors.

9 Under existing practice the tendency of teachers is to center attention on notebooks instead of experimentation *per se*.

The query naturally arises, Can not the end in view be more satisfactorily attained in some other way?

### SCHOOL GROUNDS

The improvement of school grounds in recent years is in marked contrast with the remarkable improvement in school building construction and the great advance, not to say revolution, in school architecture. It is exceptional to find much time given to improvement and care of grounds. In some of the larger villages and in cities, well-kept lawns in front of the building are sometimes in evidence, but from the data at hand one could not even call this the rule.

The most serious of the existing circumstances is that the school grounds are commonly far too small to meet the needs. They should be of sufficient size to afford ample room for a playground, for a lawn and for ornamentation. Too little attention is given to securing ample school grounds. Often in communities where land



is cheap the school building is tucked away in an unattractive corner, or, in the country, is placed on some stony waste bit at the very edge of the highway, solely because the site is valueless for farming. Under normal conditions, a country or village school should have grounds of from two acres upward. When practicable a site with at least a few well-grown trees should be selected. When grounds sufficient for lawn, ornamentation and playground can not be provided, the lawn or ornamentation, not the playground, should be sacrificed. The importance of the latter can hardly be overestimated. With the necessary supervision, the playground, including an athletic field if it is in any way possible, is a powerful factor in the mental, moral and civic development of the school children. It is admitted that children should have requisite recreation and exercise to help them sustain the mental work they are called upon to do. The school ground is an excellent place to teach in concrete form such important lessons as those of courtesy, acknowledgment of the rights of others, courage and self-possession. Such grounds will benefit the general public, will induce other local improvements, will better the conditions of living and increase the value of property.

When a community provides a public park, it should whenever possible adjoin or at least be adjacent to the school grounds in order that the children may thereby receive the greater benefit.

To encourage school districts to develop their grounds and to afford them the assistance and help that would otherwise be beyond their reach except in rare instances, it is confidently believed that the regular employment of a landscape engineer by the Education Department to inspect school grounds and upon application from the local school authorities to make a simple but effective plotting therefor would be fruitful of results.



## XII

### NEW YORK STATE LIBRARY SCHOOL

PREPARED BY

FRANK K. WALTER

*Vice Director, Library School*

The occupancy of the new building will certainly mean the beginning of a new life for the Library School. For the first time it occupies its own quarters in the sense that its rooms are planned and built for it and are adequate for its work. The six rooms comprising the Library School suite seem admirably adapted to its purposes.

The accommodations for more students than have ever before been enrolled has suggested to the faculty the possibility of attracting a larger school by modifying entrance requirements. After much discussion and careful consideration it has been decided that it will be unwise to do this. The school has been on a graduate basis for ten years. During that time it has steadily attracted more students than it could admit in quarters which have never allowed above forty to forty-five students. There are fifty students in this, the first year in its new home. The faculty is encouraged to believe that without modifying the present entrance requirements we will soon have again more applications than we can admit.

During the year just past the total attendance of students was forty-three. Instruction was also given to seven members of the library staff who are encouraged to take work in the Library School, as it distinctly increases their efficiency. Several other staff members would have done so last year had the staff and school not been scattered in different parts of the city. The degree of bachelor of library science was conferred upon fourteen graduates and the degree of master of library science upon one. More than ninety positions of various kinds were filled during the year. There were no radical changes in the course of study.

The year just past will probably rank as the leanest in the history of the school. Despite the zeal and hard work of the instructors and the admirable attitude and esprit de corps of both students and faculty, it was nevertheless inevitable that under the conditions in the Guild House and during a time when the working collections

were solely depleted, the school must have sacrificed something of the range, the inspiration and the effectiveness resulting from close connection with a working library open to the public in all its departments.

Now established in its new rooms, the library and its staff gathered under the same roof, the school sharing the rare opportunities offered by the resumption of work with the public, profiting on every hand by the unusual collections in bibliography and reference work that are being brought together, it seems clear that these facilities offer better prospect than ever before for profit to the students and service to the profession.

# XIII

## PUBLIC RECORDS

PREPARED BY  
THOMAS C. QUINN  
*Chief, Public Records Division*

In April 1912 the writer submitted a report on the "Condition of the Public Records in the State of New York," which reviewed the condition of the public records of the various counties, cities and villages of the State.

In the closing paragraphs of that report an outline of the essential work for the ensuing few months was thus given:

"A study of all the laws affecting public records, local and general, now on New York's statute books, of which there are hundreds, must precede the drafting of a worthy and efficacious enactment. This work should proceed concurrently with personal visits to the various political divisions of the State for the verifying of the reports now on record; for the extension of the division's information as to the minor record-making and record-keeping offices; and for promoting general publicity regarding public records."

Prompt, almost spontaneous, justification of the establishment of state-wide conservation of public records, greeted this preliminary report last spring. The demand for copies from individuals, societies, and officials of this and other states required the printing of an unusually large number of copies.

Publicity for the report, of the most generous and widespread character, was easily secured. With the enterprising cooperation of the various newspaper press association managers and the daily newspaper representatives resident in Albany, all the larger dailies and weeklies of the State and nation were reached with complete copies of the report for editorial and reference purposes, and with condensations and extracts suitable for their news columns. The smaller dailies and weeklies and all other publications of the State were reached directly through the mails.

This seed work found fertile ground almost everywhere, with the evidences of immediate interest bearing encouragement of future support when corrective laws involving expenditures shall be passed and enforced.

The necessity of this continuing publicity is impressed through recent personal intercourse with county and town officials. The writer has already visited and traversed the counties of Albany, Orange, Nassau, Rensselaer, Schenectady, Suffolk and Westchester. The village, town, city and county officials in these counties who were seen are without exception interested in the work of this division and promise to do their utmost in the promotion of protection for public records.

In many cases the officials have, since the publication of the April report, brought the deficiencies of their offices, regarding the care of their records, to the attention of the county supervisors or other superior officers, and some of them have already secured or are about to secure improvements. All of them, with one exception, urged the securing of publicity for the conditions, especially the interest and support of the local press, so that needed appropriations could be voted at the proper time. This division has given and is giving all the support possible in this direction, through personal visits, private letters and general "press work."

The one exception, unique in the request for no publicity, seems worth mentioning as illustrating one phase of public indifference and danger. A county clerk of a county that in the past decade has grown largely in population, the increase representing a great variety of the world's races, pointed out that while his building was substantially fireproof, and as well provided as space would allow with metal furnishings, yet the windows of his office were unprotected except by loosely fitting locks of an ancient pattern and were only a man's height from the ground, the building standing alone and apart from other buildings on grounds of its own and accessible from all sides. He wisely suggested that until his confidential but persistent efforts to make the supervisors provide strong metal grating for those windows were successful, the less said about his unprotected condition the better.

In the territory visited conditions as to the care and custody of public records were found substantially the same as stated in the written reports of the various officials, from which the deductions and comparisons made in the April report of this division were drawn and which are now on file in this division. Personal inspection of the Westchester county building has convinced the writer, however, that Westchester should have been included in that report among the counties that are providing properly for their records, making out of the fifty-nine counties within the jurisdiction of

the Department the number of counties that "at all measure up to the modern requirements for the accommodation and safeguarding of public records," twenty-one instead of twenty.

As knowledge of the work undertaken for the protection of records was diffused throughout the State, natural commercial consequences developed. Safe and vault manufacturers, metal shelving makers, and dealers in many kinds of safety devices requested specific information from the reports on file in this division, as to the needs of various localities. This information was prepared in detailed form, and so classified as to be easy of comprehension, and when ample time had elapsed for all who wished the information to make application, it was sent to all applicants simultaneously on a given day, September 10, 1912. Thus a very considerable force is enlisted in the promotion of the protective work.

All the while the writer has pursued the study, analysis and comparison of the public records laws of New York and other states, preparing to draft and submit to the Commissioner of Education before the end of the year a public records law which shall, as said in the April report, "comprehend the characteristic and peculiar conditions [of this State] through its strength on the one hand and its elasticity on the other."

The objects to be sought for under this law will be:

- 1 To cause the erection of new and fireproof buildings or the remodeling of old ones to contain fireproof receptacles, the purchase of safes and metal shelving so that every village, town, city and county may within a reasonable time have protection for its records against loss by fire, theft, damp or careless destruction.

- 2 To secure the preservation, through repairing or rebinding, of now decaying or mutilated records.

- 3 To compel the recording on durable paper, with ink that will not fade, of records throughout all of the public offices of the State.

- 4 To warrant the taking under the care of the Education Department, and the safeguarding in this Education Building, of all records of the various political divisions not now in active use and not adequately protected where they are.

- 5 To make definitive impress on our statute books of the value and the importance of public records.

- 6 To secure for the Education Department compulsory power, with penalties attached, to compel obedience to the provisions of the public records law.





## XIV SCHOOL LIBRARIES

PREPARED BY

SHERMAN WILLIAMS

*Chief, School Libraries Division*

The present chief of this division having been appointed to office on the first day of January 1912 this report will cover only what has been accomplished since that date, as previous to that only routine work was performed during the present year.

My first effort was to learn existing conditions. To accomplish this a somewhat extended report was required of each district superintendent in regard to the libraries under his supervision. I also met all the district superintendents of the State in groups, and discussed library matters with them. I have also attended as many teachers conferences as my other duties permitted, that I might get the teachers' point of view and suggest to them methods of dealing with the libraries in their schools.

During the winter the division prepared a bulletin that gave directions and suggestions in regard to the selection of books and the use of the library. It also contained a classified, graded and annotated list of about six hundred books suitable for elementary school libraries. A copy of this was sent to each school district, the distribution being made through the district superintendents. We have had many favorable comments on this bulletin, both from within and from without the State. It is hoped that it will prove to be of much value to local school officers and teachers.

Reading is the one subject taught in school that every one makes direct use of all through life, but it does not necessarily follow that one who has learned to read becomes thereby a better citizen; he may be a worse one on that account. That depends upon the use he makes of his ability to read, upon the kind of reading that he does. Reading is a means to an end, not an end in itself. The end is the kind of reading done and its effect upon the reader.

This being true, it is clear that after spending a great deal of time and money and taxing skill, energy, and patience to teach children *how* to read, it is not the part of wisdom to leave to blind chance the use they make of that knowledge, but we come altogether too near doing that. Generally speaking, the elementary schools

do not do anything like what they easily might to develop a taste for good reading on the part of the pupils, and only a small part of the children ever enter a secondary school.

It is clear that effective work in developing a taste for good reading in the elementary schools is of the highest importance. Readers made up of selections from good literature will help in this work but it is only through the use of the school library that satisfactory results can be secured. This was recognized by the State long ago and efforts were made to build up district libraries and make them effective, and something was accomplished though the results were not altogether satisfactory. The reasons are not far to seek. Commonly the library was not kept in the school building where it should have been used but at some private house. Then there was a lack of systematic work with the responsibility definitely placed. It is quite likely that the conditions in the past made any large degree of success impossible. However that may be, it seems that under present conditions we may confidently expect to secure a large degree of success through our school libraries and make them one of the most valuable agencies that we have in the training for good citizenship. We have a better degree of supervision than ever before. The value of the library is better appreciated. We have clearer ideas of its proper use. Books are made more attractive in their appearance than formerly and they are not so expensive. The districts generally are better able to purchase. With proper direction and definite ends in view we will accomplish results of importance, and of enduring value.

We have come to be a reading people. There is usually reading enough done, oftentimes too much, but too frequently it is not the right kind. The reading habit is pretty easily formed; the great work is its proper direction. This calls for a proper selection of books which is a direct function of this division, as well as for a proper use of the books in the school libraries, a work that should be aided by this division so far as it is in its power to do it.

Most of the teachers, as well as the district superintendents, have had no training for this work. A large per cent of the teachers have never attended any professional school. The proper use of a school library is quite a recent idea, and as yet the training classes do nothing toward fitting teachers for that work, and normal schools and other higher institutions of learning have only begun to give the matter the attention that it deserves.

It is clear, therefore, that if our school libraries are to be used to the best advantage, the teachers must have considerable assistance and wise guidance. This would probably be best accomplished by having suitable persons meet with them at their conferences and, if possible, visit the schools. This would not cost very much and, as a matter of fact, would really be an economy as the greater interest that would be aroused in reading would result in children learning to read in much less time. It is a matter of common observation that a child interested in reading for and by himself learns to read very much more rapidly than children who do not have that taste.

We have a double problem to solve, the securing of suitable library books and their proper use. The average number of volumes in the rural school libraries is about one hundred thirty. There are about one hundred districts that have no libraries, and perhaps two or three hundred others, out of more than ten thousand, that have not more than twenty-five volumes each. On the average there is not a very serious lack of books so far as numbers go, and in the main the books are of a good class, but not a sufficient proportion of them are for the lower grades where the most of the pupils are. In many of the districts there is a lack of books that meet present needs, books treating of the industries of the locality, but on the whole there is no serious difficulty confronting us in regard to the selection and purchase of books. It is probable that the teacher and the district superintendent should have a larger part in the selection than they have had in the past. They are to direct the use of the books and should be the best judges of anyone in the district of what they can use to advantage.

Another reason why the school libraries are not as effective as they might be is found in the fact that the books are not accessible half the time. Most of the rural schools are in session only 160 days, and it is only when the school is in session that books can be obtained from the library. It often happens that when the children have the most time to read they can not get the books. Many of the schools are closed during one or two months in the midwinter when the evenings are long and there is little work to be done. If during the time school is not in session, the trustee were empowered to hire some one to have the library open at least once a week, its effectiveness would be greatly increased.

In all districts in which the inhabitants do not have access to a free public library it would be well if the district library were a

community, as well as a school library. A traveling library of twenty-five volumes could be had from the State Library without cost to the district. It is a fine thing to have a good school library, but it is not well to have the pupils learn to love good books while in school and then as soon as they leave school find themselves unable to gratify their taste for good reading, as must often be the case if there is no community library. Again, if the community is a reading community, the school library is likely to be provided for more liberally. Of course the district should first provide for the needs of the pupils; after that is done there should be some books for the use of the teacher in her work, and for the adults of the district. There should be books on such subjects as relate to the interests of the community as well as those on general literature. If a district is so provided and the library is made a living factor, as it may be under proper direction, the community will be in every way the better for it.

The getting of good books into the school libraries is not likely to prove to be an especially difficult problem but it is quite another matter to secure their proper use. I do not see how this can be very satisfactorily accomplished except through some such plan as I have already suggested. There is a most excellent spirit in regard to school libraries, both on the part of the teachers and the district superintendents. There are some exceptions to this, of course, but it is very generally true. They are anxious to secure good results. They will gladly welcome help and they ought to have it for their own sakes, for the sake of the children who are soon to make the State, to be the State. I most sincerely hope that a way may be found to accomplish this greatly needed work.

There is much to be said in regard to the libraries of the secondary schools. It is a most important matter but I prefer to leave its discussion to some future time that we may bend our energies to laying the foundations aright through making the work of the elementary schools more efficient in this particular, but I can not forbear saying that I am convinced that every large high school should employ as librarian a competent person who gives all his or her time to library work, and I recommend that this be encouraged by providing that the librarian be recognized as a teacher and be allowed a teacher's quota. A librarian is a teacher and one of the most valuable in school. The time has ceased to be when the librarian may be regarded as a mere clerk.

## XV. STATISTICS

PREPARED BY  
HIRAM C. CASE  
*Chief, Statistics Division*

The completed statistics for the past year show that the most marked advance in educational lines is in the increase of vocational schools. In 1911 reports were received from eight cities and four villages which had maintained these schools during that year. This year we have received reports from twelve cities and twenty-six villages. The property used by these schools is valued at \$2,164,215 — an increase of 95 per cent over the reports of the previous year. The registration is given as 5332 which is an increase of 97 per cent over the preceding year. The average attendance is 3147, an increase of 115 per cent over the previous year. This indicates that the pupils registered attended more regularly than the year before. The reports indicate one serious defect either in the plan of organization or the law governing the organization of these schools. The law provides for apportioning money for the teachers employed in “independently organized general industrial schools, trades school, or a school of agriculture, mechanics arts and homemaking.” In most of the cities there is no difficulty in complying with the letter of this law as these schools are organized in separate buildings with a separate corps of teachers and are in every sense of the word independently organized. In the villages, however, the case is different. The work is done in the same building, the book work is taken care of by the same teachers and in the same classes as is the work of the other pupils of the school. In many instances other pupils enter the vocational classes for one or more subjects. The question of determining the separate organization is difficult. In two instances the principal of the high school was reported as the special teacher who, under the law, should devote his time exclusively to vocational work. One superintendent writes in answer to inquiries as to the division of the vocational pupils from the other pupils in the school as follows: “It is just about impossible for me to give you any separate figures of those pupils who did work in the vocational course for last year.” Statements similar in effect were received

in response to numerous other inquiries. In some of the schools the report would indicate that nearly all the pupils in the academic department were vocational. In one village having an academic department registering 81 pupils, 70 are included as belonging to the independently organized vocational school. For these reasons I recommend that section 604 of the Education Law be amended by striking out the words "And union free school district" and adding the following: "To each union free school district maintaining an academic department of high school grade and which shall establish in such high school a course in agriculture, trades, mechanics arts or homemaking, approved by the Commissioner of Education, and employing at least one teacher with special training, holding a vocational school license issued by the Commissioner of Education, the sum of \$500, provided such course is maintained for thirty-eight weeks during the school year and provided there is enrolled and in regular attendance in such course at least twenty-five pupils."

#### PUBLIC SCHOOLS

The total cost of maintaining the public schools for the year was \$59,063,976.38. This is an increase of \$5,825,837.06 over the previous year. More than half of this increase was for teachers' salaries alone. There was expended for this purpose \$39,265,464.22 which is \$3,095,653.57 more than for the previous year. This increase of over three millions for teachers' salaries is the largest for any single year in the history of the State and is practically double the average increase from year to year for the last ten years. The average annual salary was \$465.71 in the supervisory districts and \$1167.62 in the cities, or an average of \$888.50 for the entire State.

The school census shows 2,143,580 children between the ages of five and eighteen years. Of this number 469,898 live in the rural districts and 1,673,682 in the cities. This indicates that nearly four-fifths of our school population live in the cities of the State. Of these children 1,442,139 were registered as in attendance at the public schools. There were also 15,252 over eighteen years of age, making the total registration 1,457,391.

The registration in the country districts shows a falling off of 1113, but even with this decreased registration the average daily attendance increased 2020. The registration in the cities shows an increase of 21,924 and an increased average daily attendance of 28,649. Each pupil attended on an average two days more than during the previous year.

There were employed in the public schools 44,193 teachers. This is 1076 more than for the previous year. The reports indicate that there were 3732 less volumes in the city school libraries than for the previous year. This decrease, however, is more apparent than real. With a view of obtaining more accurate statistics on the condition of school libraries and also with a desire to put our figures on the same basis for the purpose of comparison as adopted by the United States Commissioner of Education, we specially requested school authorities to report supplementary readers and textbooks separately, and we have omitted these in tabulating these figures for library proper. I am satisfied that in previous years these textbooks and supplementary readers have been considered by school authorities generally as a part of their library and so reported. This alone would therefore account for a large part of the decrease.

#### EVENING SCHOOLS

The work in the evening schools as reported by the cities has shown remarkable growth during the year. There were 3096 teachers employed in these schools which is 254 more than for the previous year. The registration increased from 146,422 to 163,031 or over 11 per cent. Of this number 51,926 pursued academic work and 111,105 elementary work.

#### APPORTIONMENT OF PUBLIC MONEYS

The apportionment from the academic fund made in October showed the division of this fund to be as follows: nonresident tuition, \$285,176.11; academic quotas, \$71,300; academic attendance, \$116,061.62; set aside for books and apparatus during the year, \$177,462.27. This shows \$29,236 more paid for the tuition of nonresident pupils than for the previous year and \$60,650 less for academic attendance. The amount paid for academic attendance is growing so small that it amounts to practically nothing for the smaller schools; in fact, there were schools this year which received less than \$10 from this fund. If the attendance of nonresident pupils having free tuition paid by the State continues to increase as it has for the past two years, either this fund must be increased by the Legislature or there will be no money whatever to distribute on the basis of attendance.

The apportionment for the support of common schools has not yet been made, but the reports indicate that it will take at least \$125,000 more to pay the apportionment this year than last.

## UNIVERSITIES AND COLLEGES

There was expended during the year for all purposes, including investments and new buildings, by the universities and colleges \$17,583,082.47. This is an increase of \$1,186,708.83 over the previous year. Of this increase \$348,069.81 was paid to the instructors. There was paid for new buildings \$312,485.91 more than in the previous year, the amount expended for this purpose being \$2,040,030.66; \$456,542.91 more was invested, the total amount invested being \$3,247,222.02. The reports show that the total value of college property has increased by nearly fifteen million dollars. This increase, however, does not represent that amount of added value but comes from a revaluation of property in New York City, particularly for Columbia University which during the year readjusted values as heretofore reported to conform more nearly to the present worth of the property in view of the growth of the city in that section whereby all real estate values have been very materially advanced. The increase in the valuation given the property of Columbia University alone amounts to more than nine and a quarter millions.

The total registration was 37,257 which is 1042 more than were registered last year. This increase is well distributed through the different courses with the exception of the engineering and the liberal arts colleges for men. There has been a falling off in the registration in the engineering courses of 255 and a falling off of 98 in the liberal arts colleges for men.

There were 5158 first degrees conferred upon the completion of some one of the courses which was 483 more than last year. This increase is well distributed through the different courses. There were 1540 men and 769 women graduated without degrees. This is a decrease of 118 from last year.

## NORMAL SCHOOLS

The reports from the normal schools show an increased registration of 198 in all departments. The increase in the normal department proper was 220. The total registration in the normal department was 2512 of which 1130 were graduated and given life licenses to teach in the public schools of the State. This is 145 more than were graduated the previous year. Since the first normal school was opened in 1863 there have been graduated from these schools 23,108 teachers and of this number 8922 were employed in teaching in the public schools of this State during the year. The cost of maintaining the normal schools during the school year was \$459,949.67 which is \$11,067.32 more than the cost of the previous year.



# XVI

## VISUAL INSTRUCTION

PREPARED BY  
ALFRED W. ABRAMS  
*Chief, Division of Visual Instruction*

The lack of ample and suitable quarters altogether prevented the resumption and development of certain activities of this division during the past year so far as actual loans were concerned.

### PHOTOGRAPHIC PRINTS AND WALL PICTURES

The handling of such visual aids as photographic prints and wall pictures requires suitable cases and considerable room, which could not be secured until the new building was ready for occupancy. The funds available also were insufficient and the office force inadequate to undertake to reestablish immediately collections of the special nature of these. The constant requests for loans have necessarily been denied, although the delay in responding to them has extended beyond the time anticipated.

Plans have been formed for preparing a new collection of hand photographs and a beginning has been made, but for a time the work of building up a new collection must progress rather slowly.

Some new wall pictures have been purchased, and the ones that have been allowed to remain with borrowers for more than a year after they were due to be returned are now being recalled. The entire collection will soon receive careful attention, and a new list of subjects will be issued. Lending will be renewed some time during the current year under modified rules to meet existing conditions.

### NEW PHOTOGRAPHIC NEGATIVES

Obviously the first step to be taken in the reestablishment of a loan collection of slides and prints is to procure new negatives. Certain slides and prints might be purchased from the trade. In case of some subjects borrowers could in a measure be accommodated more quickly by such a makeshift. But there are several reasons why a state collection of the character of the one under the charge of this division should not be dependent upon such a source of supply: (1) There is, as a rule, no guaranty of the

source and authenticity of the negatives used by the trade. In particular cases this might be immaterial, but for the collection as a whole it is of the utmost importance to know that photographic reproductions are made directly from the original objects represented. (2) Involved in this is often the question of the date on which a negative was made. Dates are rarely obtainable for commercial reproductions. The Matterhorn appears practically the same now as it did years ago, but this may not be true of buildings of historical or literary interest, industrial devices and processes, the dress and customs of people and many other things. (3) Again, the quality of photographic reproductions differs widely. This difference is important in two ways: first, in the greater satisfaction derived from the higher grades of work; second, in the greater faithfulness to the original object secured in the better reproductions. A state collection should represent the highest standard of photographic work. (4) Commercial lantern slides are largely of the popular type, while there is a growing demand for slides more technical in character and more scientifically grouped. The aim is to encourage this demand and to meet it so far as practicable. (5) As both prints and slides are offered to borrowers, it is desirable to have negatives from which both forms of reproduction can be made. To list subjects and be able to furnish slides only would be confusing and otherwise unsatisfactory. (6) The number of borrowers is so large that many duplicate copies must be made, the number varying with the subject. The means must be at hand to make additional copies promptly as needed to fill applications. An attempt to meet by temporary expedients demands covering a wide range of subjects would defeat larger, ultimate ends.

Chief importance, therefore, has been attached during the year to securing what negatives funds would allow. The whole number added was 2269. Last year 751 additions were reported; thus, the new collection now contains 3020 negatives, mostly 8 by 10 inches in size. Practically all these are original negatives, many of them representing objects not commonly made available to the public in good reproductions.

#### SLIDES AVAILABLE FOR BORROWERS

The plan announced a year ago of concentrating efforts on a few fields of study until well covered by illustrations has been adhered to. American history has continued to be the major subject developed. The following lists have been published covering in a systematic way this field to the National Period:

American History to 1763.....	392 titles
The Struggle for Independence.....	277 "
George Washington .....	62 "

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Total ..... 731 titles

Considerable material is now in preparation on the National Period.

The number of new slides actually available at present is not large, and these are confined principally to one school subject. It is well, however, that the use of visual aids as a method of teaching in any school be restricted to some one field until the method is understood and successfully used. It is not altogether unfortunate that for a time classroom use of the lantern must be confined largely to history. Somewhat contrary to common opinion, no subject is, perhaps, more in need of an objective presentation than history.

Other lists issued to date are the following:

No. 1	School Gardens .....	52 titles
No. 2	Schoolroom Decoration .....	70 "
No. 3	Iron and Steel Industry.....	84 "
No. 4	Maple Sugar Industry.....	7 "
No. 5	Naval Stores .....	14 "
No. 6	Special Rural School List.....	28 "
No. 11	The Bermudas .....	59 "

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Total ..... 262 titles

Several additional lists on literature, industries and science are nearly completed and will be issued at an early date.

Miscellaneous slides from the old collection are available for occasional illustrated talks or lectures. They are listed as follows:

Catalog 1 — Part A	Geography and Travel — United States and its Possessions .....	4450 titles
Catalog 1 — Part B	Geography and Travel (except United States and Its Possessions) .....	4969 "
Catalog 1 — Part C	Art .....	989 "
Catalog 1 — Part D	Natural Science and Nature- Study .....	1012 "

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Total ..... 11420 titles

### EXTENT OF USE OF SLIDES

The total number of slides lent to all classes of borrowers during the year was 83,313. This is a large number; especially as the opinion quite generally prevailed at the beginning of the year that on account of losses by fire slides were not available, as lists of slides could not be issued until some time after the schools opened, and as even after lists were sent out applications could not be fully filled owing to the lack of sufficient copies of slides to supply the several borrowers wanting certain ones at a particular time. The demand has been in excess of the supply both in the number of slides called for and in the range of the subjects wanted. Only once before, in 1910, were so many slides lent by the division, when the total reached 85,845.

It is significant that a much larger proportion than usual of the slides lent were used for class instruction in connection with the school course.

### PLANS OF LENDING

In the matter of lending, the problem is to fix upon a period of loan sufficiently long to enable the borrower to use the slides advantageously, but not so long that a considerable number of them will be idle at one institution when they might be in use elsewhere. The character and extent of the use made of these educational aids clearly should be the basis for lending. For lecture use the two-week period has always been satisfactory. It rests with a school or other institution wishing loans for a longer period to show that it is making visual instruction a formal classroom means of teaching and that the use made of the State collection of slides warrants the longer loans. But no plan of lending should provide for depositing in an institution a collection of slides for permanent keeping. This would be too likely to result in wastefulness. The payment of transportation charges is cheaper than the indefinite multiplication of slides. A number of schools during the past year borrowed on the plan of monthly loans with apparent satisfaction all around.

### PEDAGOGY OF PICTURES

There is much loose talk about the usefulness of pictures as an educational means. This is not because of their lack of real value, but because the nature of their use is not clearly analyzed and the most effective method of instruction is not put into practice. Mr Edison has been frequently quoted, perhaps incorrectly, as saying

that moving pictures will generally take the place of books in the schools. It is a thoughtless exaggeration to talk of pictures, either still or moving, displacing textbooks and reference books. A proper use of certain pictorial aids will stimulate and require a larger use of books and lead to reading with more definite purposes in mind. Pictures may arouse interest, render a subject more easily understood and aid clearness of perception, but any plan of instruction that would eliminate the necessity for reading and for persistent, earnest, mental effort on the part of the learner must fail to accomplish large results.

The lists of slides that have been published during the past year contain page references to books giving information on the subjects illustrated. Pupils should be encouraged to use these books, and teachers should find satisfaction in reaching beyond the pages of the ordinary textbook. Until these ends are realized the highest usefulness of visual aids will not be attained.

#### LANTERN EQUIPMENT

The number of schools equipped to make some sort of use of the projection lantern has increased rapidly during the past few years. Exact information is not at hand as to the total number, but it is certain that more than half of the schools maintaining an academic department are provided with one or more lantern outfits.

There is a disposition on the part of a considerable number of rural communities to make the school building more of a social and intellectual center than it has been. Some use is being made of the lantern in such places, but at present the financial aid that is extended to village and city schools toward the purchase of a lantern outfit is denied the rural schools. The same condition holds true with reference to wall pictures. It ought to be possible for a rural school, with the approval of the district superintendent, to receive the same encouragement along these lines that is given to an academic school. The present discrimination is a relic of the dual supervision that was formerly in force, under which arrangement the Regents had no jurisdiction over the rural schools.

#### SCHOOLROOM DECORATION

No opportunity has been lost to call attention to the wholesome influence of well-kept and well-decorated schoolrooms. Those institutions that were fortunate enough to be in possession of wall pictures from the loan collection when the fire occurred have been permitted to retain them until the present time.

The schools have continued to purchase high-grade reproductions of subjects suitable for wall decoration. During the year, 1051 such pictures were approved at a total value of \$13,085.98. Doubtless this amount does not represent all that was expended for wall pictures. Furthermore, it takes no account of what was spent by the schools for casts and for the tinting of walls.

The views of schoolrooms prepared a year ago to illustrate features of schoolroom decoration have been used quite extensively by the schools and at teachers conferences. These illustrations and others showing excellent school buildings and school grounds have been used in a number of communities where the question of erecting a new building or improving an old one was under consideration. The effect of bringing this important subject to the attention of the public can not be otherwise than helpful. The improvement of the appearance of schoolrooms aside from the expense involved is a matter of perception and appreciation of what is orderly and artistic. There is still opportunity for those schools that undertake to teach drawing in its relation to art to make practical application of principles to the decoration of schoolroom walls along the following lines: (1) the elimination of whatever is crude, disorderly and inartistic; (2) the placing of pictures and other decorative elements with better regard for space relations; (3) better taste in the framing and hanging of pictures; (4) much more regard for the proper selection of the color and tones used in tinting walls.

It seems commonplace to say that in a school in which a supervisor of art is employed, such supervisor should be interested in the appearance of schoolrooms, corridors and assembly halls and should be given the responsibility and the means of making needed improvements.

#### ADDITIONS FOR THE YEAR

During the year the following additions have been made to the collections: negatives 2269, plain slides 8191, colored slides 1446, wall pictures 101.

## XVII

# VOCATIONAL SCHOOLS

PREPARED BY  
ARTHUR D. DEAN  
*Chief, Division of Vocational Schools*

It is fair to say that culture refers to the power to feel and that training refers to the power to do. Educators and the general public are apt to divide into two camps: those who believe in culture and those who believe in training. The former say that the introduction of vocational subjects is a menace to the liberal arts. They go so far as to state that statesmen are more needed today than carpenters, and when they do concede that there is a need for vocational training, they limit its field of usefulness to those who can not hold to the pace of the scholarly elect. The professional educator in making an appeal for cultural training and in decrying vocational training makes, generally speaking, a bit of play to the galleries when he says, "We must make men, not mechanics," "Lives, not livelihoods"; "It is the man we must think of, not the job." Less eloquently, but more impressively, the staid, complacent captain of industry argues for the necessity of industrial schools and tells us that from his own experience in employing graduates that the public schools are inefficient. Very entertainingly the muckraking pen informs us that the public schools are stupid in method, impractical in plan, and absolutely ineffective in results. The writer turns the muck and spreads its odors broadcast.

The State of New York, through its Education Department, has rather definitely settled some of the points which are raised with reference to the question of whether we should train people to feel or to do. It has said that public schools should do both. It assumes that the State needs statesmen and carpenters. It assumes that people need culture and need training. It assumes that all of us should have the power to feel and the power to do. It definitely asserts that it is no longer a question of which it shall train — thinkers *or* workers. It is its business to train thinkers *and*

workers. It is no longer cultural *versus* vocational training; it is liberal *and* vocational training.

Long ago the good son of Sirach said, "The wisdom of the scribe cometh by opportunity of leisure, and he that hath little business shall become wise." And in the next breath he asks, "How shall he become wise that holdeth a plow, that gloweth in the shaft of the good, that driveth oven . . . and whose discourse is that of the stock of bulls?" Like a good educational standpatter, the son of Sirach answered, "He will set his heart upon turning his furrows and his wakefulness is to give his heifers their fodder."

But it is no longer wisdom through leisure. It is knowledge through work. Furthermore, the measure of man is what he does with that which he knows as well as knowing well what he does. One can not separate his life from the business of the world. Farming today is something more than turning furrows or giving heifers their fodder. The learning of the alchemist has gone out of the world of philosophy and magic into the larger laboratory of the shop and the field. If we were to follow the advice of the son of Sirach we would have a few people doing our thinking and a larger number doing the work.

Vocational training goes further than making the man fit the job. It would do what it could to help make the job fit the man. This is no idle play on words for we find that the status of the job itself is always changing. Scientific applications enter into it. New fields of science open up. New questions of economics arise. When a man takes only a job, he may be a farmer. When he trains himself for the job, he is likely to become an agriculturist. A man may be either a horse doctor or a veterinarian; a plumber or a sanitary engineer; a machine hand or a machinist; a politician or a statesman. It all depends upon the simple question, Has he fitted himself to the lowest level of the job, or has he brought his job to the highest level of the man?

Some professional educators and some so-called practical men would attempt to confuse us. The former would have the educative process revolve around the man; the other would have it revolve around the job. But the Department in all its work in vocational training has kept clearly in mind that all knowledge taught in the schools and all training given is for use and for service, and all education is to prepare one for the vocation of living and living well and it is to find its expression in a better man and a better job.



## INDUSTRIAL ARTS IN THE ELEMENTARY AND SECONDARY SCHOOLS

During the past year considerable progress has been made in definitely organizing the drawing instruction in the State. A good measure of this progress has come out of an organized system of conferences in various sections of the State, where the teachers listen to and discuss proposed plans for simplifying and making a possible working drawing for all grades of schools.

Both syllabuses on drawing are full of excellent material, but teachers have found need of aid in developing a working plan. Suggestions growing out of these meetings have taken definite form in the shape of a drawing leaflet accompanied by three correlative charts which serve as a working guide for teachers and supervisors of the grades. This outline is expected to aid those teachers of drawing who have not had the advantage of special and technical training in the subject and who, because of the ordinary demands of other subjects upon their time, are unable to develop a working plan in a subject so special and technical.

The charts show the possibilities of correlating the subject of drawing to other subjects of the syllabus. By this means not only the supervisor but the regular grade teacher is enabled to apply quickly the work of the drawing period to other subjects and vice versa. For example, "Illustration" for the first four grades is charted with nature study, geography, reading and English; paragraphs in each subject, which lend themselves to illustration, are shown with reference pages.

In developing the scheme of conferences, the State specialist in drawing divided the State into eighteen sections and teachers met from surrounding villages in a centrally located city. The conferences were held in the following cities: Albany, Buffalo, Elmira, Hudson Falls, Kingston, Mineola, Oneonta, Plattsburg, Potsdam, Rochester, Syracuse, Utica, Watertown and Yonkers. As all meetings were held on Saturdays it was necessary in three instances to combine two meetings in one in order to cover the State, thus making a total of fifteen such gatherings held the first year. They were successful from the start and the general spirit was one of enthusiastic and earnest interest. In one instance five teachers drove fourteen miles in a bitterly cold wind to be in attendance. At each meeting an organization was formed and officers elected. Two conferences were held with teachers from the normal schools. Undoubtedly the key to the solution of how to obtain better drawing

in the elementary schools of the State lies in the quality of the teaching of this subject in the normal schools.

The results of the last June examination show technical improvement in the larger cities of the State. This is to be expected as specially trained teachers are employed in these cities. Notwithstanding the conscious efforts on the part of other teachers from the smaller places, the work in drawing continues to fall short of what might be justly expected. The chief reasons for such a condition are probably as follows:

1 Teachers in practically all but the schools of the larger cities have not received adequate training. It must be remembered that a teacher of drawing must work under conditions somewhat different than, for example, a teacher of algebra. A college graduate who studied algebra is usually able to teach the subject at least with a fair degree of success, but a person who has taken a course in drawing in a normal school or college is not usually capable of teaching a subject which is as technical as drawing and which lacks definite textbook material of the cut and dried order course in algebra. At present the successful teacher of drawing must be able, first, to draw and draw well; and second, to impart her knowledge and her training to pupils.

2 Teachers in the smaller places are compelled to teach from three to eight subjects in addition to drawing. Obviously the other subjects are considered more important. Probably they are, but if drawing is to be in the schools and is to have a creditable position in the course of study, it should be taught as thoroughly, as well and as successfully as the other subjects.

3 There is still a misunderstanding of the aim and purpose of the work in both free-hand and mechanical drawing. This is discussed more in detail later.

4 The present Syllabus for Secondary Schools does not meet the needs and demands of the average school in the towns and the cities of less than 20,000. Clearly it is difficult to develop a uniform syllabus, equally adapted to two types of schools: (a) a small union school where, for example, the teacher of drawing teaches French, English, one class in algebra and one grade subject; (b) the city high school that employs at a salary of \$2400 a year, a specially trained teacher who devotes her entire time to the subject of drawing.

Practically the problem of securing better work in drawing lies in obtaining teachers who are more skilled in the teaching of the

subject, and unless the subject can be better taught in the smaller schools of the State, it would seem that its discontinuance from the school curriculum would be warranted.

Free-hand drawing and design, requiring as they very properly do a wide experience in the value of art, need the utmost concentration on the part of the teacher, and the addition of so many other irrelevant subjects is detrimental to the teaching of the special subject of drawing.

In the smaller places picture-making continues to be held up as the chief aim and purpose of drawing. The character of the Regents examinations in this subject has no doubt conspired to encourage this misconception. The State requirements necessarily call for much in the way of technical execution. Examiners must examine from two standpoints, (*a*) principle and (*b*) technic. Principles may be easily learned but their application is difficult and the excellence of the design, that is, the technical excellence, depends wholly upon the pupil's natural ability to draw. Consequently, fine technic can be expected only from the very few. On the other hand, principles of design and representation are within the grasp of every pupil and they may learn much in the way of refinement and good taste, but it is extremely difficult for any examination system to test the actual increase in the power of appreciation and taste which has come out of a course of drawing. It follows, therefore, that the examination which by its nature calls for excellence of technic, leads teachers to the conclusion that excellent drawing and fine "pictures" constitute the aim of the teaching.

Representation and design are, or should be, primarily cultural subjects and should therefore be studied with relation to their practical applications to the material needs of the home, the school and the shop. Young children undoubtedly can draw. It is natural for children to express themselves through the pencil and crayon. The drawings are crude, but they surely express a thought and tell the story. No one would for a moment ridicule a child's effort in this form of expression, but many adult and high school pupils can draw no better than the child, and yet such people are more capable of appreciating fine things in the way of pictures, of jewelry, of furniture, of textiles, of wall paper than children; but at present the Department has no way of testing this side of art instruction. It can only test the technical results of a wall paper or a textile design.

Mechanical drawing, however, is an exact science and therefore lends itself more readily to examination, but here again as in the

free-hand subject, the inexperience and lack of training of the teacher in the smaller places results in unsatisfactory work. Here, as in the other subjects, practical applications should be studied. The work in drawing should tie up more closely with the shop and professional school and this necessitates more accurate knowledge of trade and technical conditions. It should have either a distinct educational aspect, or a professional point of view. In one case it should be taught in conjunction with the shop, and in the other case it should be taught in conjunction with mathematics as a preparation for higher institutions. In a word, mechanical drawing and free-hand drawing should each function with life.

Drawing in our high schools should eventually become either purely cultural or purely vocational — both where the schools can accommodate the two lines of work. It should train for the average pupil in appreciation, and for the few it should train in skill. All people are consumers. Not all are producers. Nevertheless, without production there can be no consumption, and it lies with us as a state and a nation not only to train intelligent buyers, but also to educate skilled workers.

It would seem at present from the drawing situation in the State, that the schools were as a whole failing to train appreciation, and they are most certainly failing to produce artistic workers in those industries which require good design and good taste. Training consumers of artistic products will not result from giving instruction to those who are by nature gifted with ability to draw if the course of study in this subject is limited to rendering drawing from models or from memory, sketching from nature, and similar topics involving technical skill. Neither will dilettante work done by the great mass of our children without teaching them the principles of design and methods of good workmanship result in a body of industrial workers who are able to manufacture something besides cheap furniture, gaudy jewelry and other mediocre articles of consumption.

The shop or industrial side of drawing must be constantly kept in mind. While it is well for the many to reproduce various styles of lettering for covers, posters, announcements, and bookplates, it is necessary to industrial advancement that at least a few develop sufficient skill to earn a living through the designing of posters, the making up of advertising matter, the art of printing textile design and the hundred and one other occupations involving the use of art instruction. At the international congress for the promotion of art instruction held in Dresden in 1912, the major part

of the exhibit of foreign schools showed that art instruction had a close connection with lace-making, with copper and brass work, with furniture construction and with stone and iron work.

To sum up the situation and to make definite suggestions: First, the art courses in our public schools should develop (*a*) appreciation of the development of art itself on the part of all pupils of both sexes in order that they may be intelligent consumers; (*b*) vocational art or industrial art courses in our larger schools which would have the educational, disciplinary and practical value of other vocational courses; (*c*) the vocational and trade schools should strengthen their work in drawing and should relate the shopwork to courses in design in order that the products of the school may not only be sound in workmanship, but in thorough accord with the principles of good design.

Furthermore, the Department must consider apart from the two broad fields of appreciation on the one hand and skill on the other, the question of drawing as related to the environment in which the particular school is located. That is to say, the type of drawing for city schools is bound to be somewhat different from the type which is studied in the country school. The drawing for the girls is similar in both types of schools. For example, they need to consider the treatment of home interiors which furnishes a variety of problems in schemes of spacing and color for the surfaces of the room, for the furniture, and for the hanging and smaller useful articles. Homes in the country are not, or should not be, different from those in the cities. But the mechanical drawing for the boys will be different in the average country school from that given in a city school. In a city school the work in drawing usually leads into industries related to the machine trades, while the drawing in the country school would naturally touch such problems as barn framing, land measuring, farm machinery, and drainage.

Second, teachers of elementary and secondary drawing should not be expected to teach more than two other subjects in the schools that can not employ a specially trained teacher of drawing.

Third, credit should not be allowed for advanced drawing unless the work is taught by a trained specialist and unless the school has proper equipment and drawing facilities. This will not work special hardship to the school, for elementary drawing may still be given in all the elementary grades and simple drawing to the pupils in the high school. There is little use in the small school attempting to imitate the large city high school in lines of work

which it can not successfully do when there is so much that it can do. When agriculture and homemaking training become general in these smaller high schools, it will be possible for the teacher of agriculture to teach the boys a line of mechanical drawing related to the agricultural projects and for the teacher of homemaking to give some instruction in home and personal decoration.

Fourth, an adequate normal department should be organized and operated in the State Normal College for the training of teachers for secondary schools. The training of teachers for elementary schools is provided for in Fredonia and Potsdam Normal Schools; but as far as the State Education Department is concerned, the only place that the high school authorities of the State can look for a teacher of drawing is to the State Normal College, which lacks an adequate normal art department.

#### STATISTICAL INFORMATION

Number of academic schools giving drawing.....	Practically all			
Number of elementary schools giving drawing.....	Estimated at three-fourths of total			
Number of hours possible in drawing in high school.....	I	II	III	IV
	5	5	4	6
Average number of minutes given to drawing in elementary schools .....	Sixty minutes a week			
Per cent of trained teachers in cities .....	90			
Per cent of trained teachers in villages over 5000 .....	33⅓			
Per cent of trained teachers in villages under 5000 .....	10			
Per cent of credits possible in academic drawing .....	20			
Number of visits of specialist during the year .....	150			
Number of conferences of drawing teachers.....	18			

#### GENERAL INDUSTRIAL AND TRADE SCHOOLS

The various types of courses or schools meeting the need for industrial training now in existence in the State may be classified

into four groups: (1) the intermediate industrial school; (2) the trade school; (3) the vocational school course in the high school and the vocational or technical high schools; (4) the continuation or part-time school or evening school.

The intermediate school has developed to the point that one may speak with some assurance of the general trend of the work. More of this type of industrial school have been established than any other. No two of these schools are alike and absolute uniformity is not expected or desired. The differing industrial needs and the varying school conditions preclude the possibility of there ever being anything like the uniformity of organization which prevails in the elementary and secondary schools. If unity of aim and ideals exist, the Department should be satisfied. The majority of the pupils are fourteen years of age or more. This is in accordance with that section of the Education Law dealing with "General industrial schools." These schools succeed in holding pupils in school after they have passed the age limit for compulsory attendance. They can not appeal to the vocational motive of pupils *before* they are old enough to leave school and arouse in them an appreciation of the value of further school training after fourteen unless these pupils are given industrial training before they reach that age. The Department has required that the majority of the pupils in this type of school complete the sixth grade before enrolling and that at least twenty-five pupils of the school be fourteen years of age. In this way the Department has met the intention of the law and at the same time has helped materially in retaining pupils in school at the point where the greatest and most serious elimination now occurs by arousing in them some interest in vocational activities before they are fourteen.

While it is impractical for the Department to prescribe what industrial work shall be carried on in each section, there are certain very clear restrictions to be pointed out in the method of development. Obviously it is not wise for one community to copy exactly a school of another city. Too often this is attempted at the expense of local needs and opportunities. A survey of local industries should be made, opinions of employers and workers sought and studies prepared which show the elimination of pupils by grades. Furthermore when more schools are started in the same community, there should not be a duplication of work in the different centers.

Woodworking, for instance, has proved very popular wherever introduced, the demand for it on the part of schoolmen being greater in most cases than the capacity of the particular trade to absorb the graduates. The opening of a second shop offering work of the same character involves a duplication of equipment, the funds for which might better be used to introduce some equally useful trade.

It is a pleasure to report that the intermediate industrial schools are offering courses in printing, plumbing, electricity, sheet metal work, pipe fitting, as well as that old standby — woodworking. These schools will never approach any degree of perfection if they rely only upon proficiency with woodworking tools. The latter work may be valuable as far as it goes, but the woodworking trades now include no more than a tenth of the more desirable openings. A boy that fails to do good woodwork may yet have in him the making of a printer, electrician, plumber or draftsman. Industry is now so varied that success or failure in any one line offers little evidence regarding one's probable success in others. Accuracy, neatness, order, initiative, skill and manual intelligence can be developed by the means of other tools and materials than are now used in the ordinary manual training work.

It is absolutely necessary that these schools break away from the ordinary methods of manual training. They must not be dominated by the atmosphere of the classroom. They need the atmosphere of the shop. The first has been predetermined by the schoolmen of the past and is a matter of tradition. The second must have for its course the conditions which prevail in the most modern of our great industries. This involves throwing a greater degree of responsibility on the individual pupil than is expected in the schoolroom.

The methods employed in these school shops are worthy of considerable study, representing as they do the standards of our large industries. The time clock now takes the place of the roll book and the boys soon learn that the mechanical register of time is more accurate than the human, and the lesson of promptness is taught without argument. In some schools the boy whose work in the shop is of the highest character acts as foreman for a week with the understanding that he is to see that materials are properly distributed, the estimated amount of work is accomplished and



that it is of the required standard. Another boy acts as assistant foreman with the care of the benches and tools in his control and is also responsible for the cleanliness of the shop. The added incentive which results from the desire to be appointed to a position of control in the shop contributes greatly to the hearty cooperation between pupil and teacher. Time, stock, and cost cards are being introduced. In this manner the school is laying special emphasis upon the need of system and economy. The boy sees the necessity for rapid and at the same time effective methods of doing a piece of work. He sees that economy of material is just as important as economy of time. The boy learns he is dealing with dollars and cents, actual problems that involve materials and time and he realizes he is doing "real work." In the classroom he learns about the cost of equipment, materials, power, overhead expense and burden.

It must be kept clearly in mind that the boy is the primary consideration in the intermediate industrial school. The work done in the shops must have an educational value and it must be clearly understood that it is not the aim to turn out a great deal of product, but to give the boy the variety of experience that he will need in his actual work later in life.

Intermediate industrial schools are doing excellent practical work. The cabinetmaking shop is making desks, chairs, kindergarten tables, sand tables, costumers, bookcases, drawing tables, drawing boards, sewing tables, cutting tables, typewriter tables, lunch room tables, dining room furniture for vocational centers, manual training benches, supply cupboards, picture frames, looms, elementary drawing kits, sewing boxes, music cabinets, bulletin boards, and laboratory apparatus. The carpentry department finds abundance of work in the average repair work of the school buildings. This includes the repairing of porches, building partitions, building storm houses, rehangng doors, replacing window cords, laying floors, building large supply closets, remodeling buildings and the decorating of schoolrooms. The electrical departments do considerable work in the installing of motors, lanterns, repairing of bell and lighting circuits, wiring schoolrooms, operating lanterns and general repair work. Shopwork of this character as over against the more or less dilettante and abstract work of the usual manual training course gives a definite vocational

trend to the industrial courses and presents added stimulus to work on the part of pupils.

A forward step has been taken in the vocational work for girls. Its practical work has taken a cue from the methods employed in the schools for boys. The girls are taking orders for hats, dresses and cooked foods. They are repairing garments and making over last-year hats. The girls of several schools not only cook lunches for themselves but sell lunches to other pupils, to their teachers, and in one case, furnish a lunch for girls in a neighboring factory employing women.

A merely intensified form of manual training, sewing, millinery or any other shop activity will not serve the purposes of the pupils nor of the industrial world. For the purposes of conventional culture the usual type of manual or household art training serves fairly well; but it must not be forgotten that a vocational school is primarily for the purpose of enabling pupils to select and acquire a vocation. If pupils are allowed to dawdle and play with industrial elements they will gain false ideas of industry that will justify the criticism so often made that the schools fail to teach economy of time and effort. True, no school can give the powerful incentive to good industrial work that is forced on the business world by economic stress, but some knowledge of the value of time and well-directed energy should be one of the important aims of the vocational school. A dilettante system of handwork with culture as its only aim will defeat the purpose of this school; but if the elementary processes of industry are shown in their relations to mathematics, language, history and science, pupils will feel a joy in work that comes from strength and skill and breadth of knowledge.

The bookwork in these schools is improving but there is still much to be done. Vocational training has the great advantage of presenting points of contact between the studies and occupations in the school and the life of the community. By using these the mathematics and elementary science on the one hand and the geography and history on the other, can be lifted out of mere textbook studies and become interpretations of the activities and social life of the community. The present difficulty lies in the fact that there are few teachers who know how to relate the bookwork to the shopwork or activity work of the school or

community. They have been accustomed to impart information from books without appreciating the relation of the book facts to the life and occupation of the community. The problem of securing teachers who can successfully correlate is not easy. Teachers for the bookwork are selected from the regular teaching force and are remolded to fit industrial school needs. In brief, the bookwork teacher is a recast product of past normal training. The shop teacher, being already a practical mechanic, requires no recasting of teaching methods. He has none with which to start. The problem is to mold him into a good teacher of shopwork.

The trade school idea has taken definite work for several reasons. (a) The idea is not so objectionable as formerly. (b) Pupils who graduate from the intermediate school may not care to enter the vocational course in a high school as candidates for an academic diploma, and a trade school is necessary if these graduates still wish to continue in the public school system. (c) Some intermediate schools have developed into trade schools and have left to an intensified form of manual training the question of discovering the industrial capacities of the youth.

These schools, while a part of the public school system, are absolutely cut off from the Regents in so far as examinations, certificates, diplomas and credits are concerned. In every instance the pupils are attending from six to eight hours a day instead of the usual five hours of the regular schools. In several instances these schools are open eleven months a year.

Special effort is made to introduce industrial methods and standards in the shopwork. Such methods include (a) the making of jigs to facilitate manufacture and to secure uniformity in the product; (b) division of labor to increase the skill and speed of the individual and the efficiency of the working force; (c) the appointing of pupils as group foremen and room foremen to develop leadership and organizing ability; (d) the use of the cost and time cards and the assigning of a wage rate for pupils' work; and (e) the use of a checking system to fix responsibility for poor work.

Everything which is made is on the basis of a "shop project." As the term is used here, it is something to be done in the school shop which involves a limited and definite amount of equipment, materials and time, and which is directed toward the completion

of a specific and valuable result. For example: the boy is assigned to make a table for the school or for sale. He goes to his shop foreman and gets his order for the work; writes up his understanding of it for criticism and change; makes his drawing and blue print for the job, submitting it for approval; draws his specifications for the work; and follows them in the construction of the work. He calculates dimension, stock and cost thereof; submits orders therefor for approval; calculates probable time necessary for job and the labor cost; gets material and tools from stock; and carries out the job under inspection and approval. He keeps a time card for the job; returns unused material and tools; determines cost of work in material and time and the commercial value of the table; and checks results against his estimate, seeking to determine the differences between his estimate and his actual results.

A project in dressmaking: the pupil receives from the instructor an order to make a shirtwaist, together with a description of the kind of waist, the quality of goods and the measurements for the same. She looks up waists in fashion books containing the desired pattern and gets practice in the use of English by writing out her plan for the work. She makes a design of the shirtwaist and presents it for acceptance by the instructor; she estimates the quality of material of every kind required in the construction of the waist and its probable cost; she makes the waist according to the designs and plan which she had submitted under supervision. By the time card she keeps a record of the time consumed in the work; finds out what the work has cost and what to charge; and checks her results against her estimate.

The success of the "vocational school" courses in existing high schools and the technical high schools is still an open question. These schools or courses offer an academic diploma to those who complete a four-year course. They are intended to give definite technical instruction to pupils who wish to enter the industries immediately upon graduation. Such efforts are, of course, commendable. There is, however, considerable debate at present as to whether courses so organized can, under present conditions, meet the need for specialized technical training on the secondary level as fully as that need ought to be met; whether both the academic and the shop instruction can be adapted to

industrial needs as closely and completely under such a plan as under a more isolated form of organization. It is largely a question of the extent to which college entrance requirements and traditional academic standards may interfere with the complete development of the specialized technical course on its own merits, especially in its present experimental stage.

It is fortunate that the Education Law relating to vocational training provides for separate and independent organization with a staff of teachers specially fitted for, and giving their attention exclusively to, this work. This is necessary in order to give these schools the distinctive aim and purpose which they should have, and it is of very great importance in the present experimental stage of vocational training, when a content and a method for these courses are still to be developed. Not all teachers have the special training and ability needed for this pioneer work; not all are yet in full sympathy with vocational training. It is of the utmost importance that vocational courses should preserve their integrity, that they should be really vocational if they pretend to be. The independent organizations, established in certain communities of the State, and having a select staff of teachers, are rendering valuable service in working out a content and method for similar courses to be established later in other schools in other parts of the State.

In a consideration of continuation schools, the development of evening trade schools naturally takes precedence. There has been a gratifying advance in the larger cities in the numbers attending these schools. Buffalo has 795 pupils enrolled in its evening technical school; Yonkers has 1026; New York City has 6506. In New York City, the enrolment has increased 46 per cent over the preceding year.

Among the subjects taught in these schools may be mentioned carpentry and joinery, cabinetmaking, pattern-making, blacksmithing, plumbing, machine shopwork, printing and typesetting, mathematics, free-hand, architectural and mechanical drawing, machine design, applied electricity, electrical engineering, steam engineering, electric wiring and installation, industrial chemistry, applied physics, advanced dressmaking, millinery and domestic science.

One significant change in New York City which might well be imitated in other cities, is the offering of shorter courses in trade

subjects. Evening school principals have prepared schedules showing at what time in the school year certain processes in each trade are to be studied. This will enable pupils to perfect themselves in that branch of their trade in which they are deficient without being obliged to take the whole course. Flexibility of courses and admission make evening schools doubly valuable to workmen.

Looking at the question of evening trade schools from a State standpoint it would seem that many cities of moderate size were far behind in the development of such schools. Whenever there is a demand for any kind of skilled labor that will lift the worker from the ranks of the less skilled or unskilled, and that will restore the equilibrium between the insufficient supply of labor that is well paid and the overcrowded supply of labor that is underpaid, such a demand should be met by opportunity for instruction. It would appear that cities like Cohoes, Troy, Elmira, Oswego, Binghamton, Auburn and others which have a large number of unskilled workers might well establish evening schools for definite trade instruction. Comparatively little is done in this direction. These cities are merely continuing the old line of evening school work which consists of compelling illiterate foreigners and employed youth between fourteen and sixteen to attend for instruction in the elementary branches. In passing it should be said that there is much to be done in improving the conditions of instruction for compulsory attendance in evening schools. At present the evening schools in most of the cities of the third class are merely compulsory—compulsory for the pupils, compulsory for the city. There is little initiative shown by either party. Relatively speaking, they are a failure. They fail to enforce the compulsory attendance law; they fail to interest the pupils.

To improve the conditions there should be appointment of the best teachers from the regular corps. School activities of all kinds that may attract these pupils should be freely offered. These would include physical exercise of from 15 to 20 minutes an evening, which should be as informal as possible, as basketball and other athletic games; the use of a school library, the shop, etc.; the use of the stereopticon for instruction and general information. An attempt should be made to secure the cooperation of industrial employers to take an active personal interest in the welfare

of employed boys and girls. When there are sufficient pupils a vocational bureau could be established. There should be a change in the course of study. The course should offer the formal studies, but should depart from the regular day school in that the amount to be taught should be reduced and the principle of selection and reduction should be a utilitarian one. What would be taught would be very definitely stated; the procedure would be thorough, though the course would be very modest in its pretensions. Teaching for the factory boys would be largely individual, as the subject matter would be modified in application to the boy's own trade. The boys would be encouraged to suggest as material for instruction their own experiences as they observed them in the trade.

A previous report emphasized the importance of day continuation schools. Such a system would do much to obviate the present difficulties in attempting to enforce compulsory attendance in evening schools. So long as the law exists relating to evening schools, every effort must be made to reduce it to a working condition so that it may prove beneficial to those who do attend such schools. The day continuation classes would be an ideal solution if the attendance therein were made compulsory; but such classes would never become general unless required by State legislation. This opinion is confirmed by conference with a number of gentlemen who are heads of trade and industrial schools; they have interviewed some of the largest and most enlightened employers in the various trades; these employers stated that they would not object to such a law, but doubted strongly that the small employer could afford to pay a boy who would be absent at school during the day; nor could they see their way clear to send their own youthful employees during business hours unless their competitors did likewise.

Any day continuation school which is established under present public sentiment as written in the Education Law must depend upon the best public spirit of industrial employers. Buffalo has a part-time continuation class in connection with its school of printing. This is the initial move in this field in this State. Most of the employing printers of the city are cooperating with the local school authorities in furthering the movement. On Thursday afternoons they send their apprentices to the school for instruction between the hours of 1 and 5.30.

In concluding these statements with reference to industrial training, three points not mentioned in other reports should be emphasized: (1) the school authorities must be thoroughly conversant with the industrial needs of their communities; (2) they must know the opportunities which exist for successful advancement in the various occupations of the community; (3) they must keep in touch with the graduates of their schools. The first point can be covered by making a careful survey of their field. The second can be brought about by establishing vocational bureaus which study vocational opportunities. The third can be done only by personal work on the part of school teachers. The school should not leave its pupils to shift for themselves after graduation. It is the plain duty of the teacher to see that every girl and boy that have faithfully completed all requirements for entrance upon trade work be secured a position in his or her chosen field. Competition between industrial workers is so keen today that unless some aid be given, the new situation will prove a difficult one for the youthful. In one city in the State the chamber of commerce was induced to assist in the placement of graduates of the intermediate industrial school. In nearly all places the local advisory board will prove a valuable aid as in every case this board has members who are vitally interested in the trades. The relationship between the industrial school and its graduates should be almost paternal in its nature. It is not enough merely to see that former pupils have been safely launched in the world's work. The school should keep a record of their career. This will serve a twofold purpose, making it possible to give more aid to the boys and girls after they have gone to work, and furnishing the school with a safe basis for determining what are the actual results of its training. For instance, if many of the graduates fail because of certain defects, either lack of intellectual training or technical skill, the opportunity is given—once these facts are known—to improve the curriculum along the lines in which it is weak. Pupils must be trained to meet actual everyday conditions. One will never be sure whether efforts to benefit them have been of actual value unless some sort of a life study department is connected with the school.

Furthermore, the school should obtain the opinion of superintendents and foremen concerning the weaknesses of the workers who come from the school. All these facts can be readily tabulated on regular cards which are used to keep the pupils' school records.



## Summary of vocational schools

CITY OR VILLAGE	Number of schools	Men teachers	Women teachers	Boys enrolled	Girls enrolled	Day pupils using equipment but not enrolled in vocational school	Evening pupils <sup>1</sup>
Albany.....	2	4	7	93	100	1	.....
Buffalo.....	6	23	6	538	120	.....	.....
Corning, N. S.....	1	1	1	18	36	42	.....
Elmira.....	1	2	1	60	.....	.....	25
Payetteville.....	1	..	1	.....	28	38	.....
Freeville.....	1	2	5	51	46	36	.....
Gloversville.....	1	....	1	55	23	.....	25
Herkimer.....	1	..	1	.....	26	111	.....
Hudson.....	1	1	3	38	42	.....	.....
Hudson Falls.....	1	1	1	116	186	.....	.....
Jamestown.....	1	1	..	25	.....	112	158
Lancaster.....	1	1	1	48	63	59	.....
Lansingburg.....	1	1	1	19	76	40	50
Mount Vernon.....	1	3	3	24	47	46	112
New York City School No. 100.....	1	22	....	630	.....	.....	779
New York City Trade School for Girls.....	1	1	48	....	447	.....	.....
North Tarrytown.....	1	1	2	17	13	200	.....
Owego.....	1	1	1	33	22	13	.....
Rochester.....	5	16	14	223	170	87	241
Schenectady.....	3	2	4	100	40	24	.....
Utica.....	1	2	3	41	34	..	.....
Waverly.....	1	1	1	47	18	177	.....
Yonkers.....	3	12	5	163	71	929	1 136
Total.....	37	98	110	2 339	1 608	1 915	2 526

<sup>1</sup> Includes only those schools operating under article 22 of the Education Law. Does not include pupils studying in evening trade schools in Buffalo, Syracuse, Rochester, New York City, etc.

Some of the shop subjects taught boys are: architectural drawing, design drawing, mechanical drawing, joinery, woodturning, cabinetmaking, patternmaking, molding, electrical construction, machine shop practice, printing, blacksmithing, sheet metal work, pipe fitting, plumbing, bookbinding, power plant operation, gas engine construction, glovemaking.

Some of the shop subjects taught girls are: millinery, dress-making, cooking, laundry work, household physics, household chemistry, household decoration, glovemaking, home nursing, personal hygiene, sanitation.

Bookwork subjects taught boys and girls are: English, history, business accounts, shop mathematics, geography.

SCHOOLS OF AGRICULTURE, MECHANIC ARTS, AND HOME-  
MAKING

For one hundred fifty years agriculture has been regarded as a proper subject for school study and a quarter of a century has passed since the first successful high school of agriculture was opened in this country. Not until this decade, however, has the problem of secondary school agriculture had anything like universal consideration. At the present time schools of agriculture and courses in agriculture as well as laws relating to the establishment of the same in the various states are so numerous, diverse and metamorphic that it is difficult to follow the development. It is a fact worthy of note that with this variety of plans there are certain points common to the most successful systems, among which are:

- 1 The schools are so located that pupils may receive instruction from specially trained teachers and live at home.

- 2 The conditions for the establishment of the schools are such that local investment is necessary in order to secure State aid.

- 3 The administration is centralized.

That the principles underlying the above conditions are of importance in the organization of the individual school is shown by the fact that the activities of many successful schools are based upon one or more of these principles.

In the State of New York there are in successful operation twenty-seven schools of agriculture, mechanic arts and home-making organized in accordance with and maintained under the provisions of article 22 of the Education Law. Eleven of these schools are taking up this work for the first time this fall. The remaining sixteen are fortified with the experiences of a year. Of the following ideas, many are suggested by the activities of one or more of these schools. Some express work accomplished or in the process of accomplishment, and other desirable plans for the future.

The best school of agriculture is closely identified with the community and its affairs. The degree of success seems to depend in a large part upon how much the school gets from the community and how much it gives in return. Such a school stands for progress and efficiency and through its officers and teachers takes the initiative in movements toward community welfare. Each farm home organization and society seems to be

rich in opportunity for the school seeking it. Each boy and girl comes to school with an almost inexhaustible store of experience. The wise teacher takes advantage of such conditions. He connects his school with as many of the neighborhood centers as possible; he leads his pupils to interpret their experiences in the light of biological and physical laws; he encourages the development of the sense of social interdependence. This procedure does not always result in a temporary knowledge of the number of swimmeretts on a crayfish, or the laws of falling bodies in terms of  $S = \frac{1}{2} gt^2$ , but it does formulate a groundwork of science in terms of experience. This fundamental science is necessary as a basis for later instruction along the special lines of agriculture and homemaking. It is evident that local and individual work of this kind can not be outlined in a general syllabus nor can its results be tested by a uniform examination. On the other hand, experience has shown that some standard is necessary. In view of these facts, the Department encourages the development of local activities and local syllabuses under the close direction and supervision of the Division of Vocational Schools.

Every farming community has a wealth of equipment desirable for a school of agriculture. Reports from schools now in operation indicate that the owners are almost without exception glad to assist the school in the use of this material. One teacher reports that men who are unwilling to cooperate are usually the ones without much worth seeing or using. Several of the schools have arranged a definite program of lectures and demonstrations by men either resident in the community or carrying on business there.

The following program arranged by the Hannibal school is a typical one:

#### Lectures 1912-13

Milton Terpening	Potato Growing
R. Cooper	Potato Growing
W. J. Bradt	Making New Meadows
Hubert Rogers	Dairy Testing
Rev. F. W. Dunning	Geology of Hannibal
Rev. B. A. Matzen	Cooperation
Ernest Lonis	Farm Management
Mrs E. W. Rice	Saving Strength
Raymond Cooper	When Cows Pay
Dr Lattin	Picking and Packing Fruit

	Field demonstration	
F. E. Rogers (Oswego county food expert)		Grading Fruit
	Field demonstration	
F. S. Welsh (N. Y. C. farm agent)		Drainage
	Field demonstration	
C. F. Bley (Tree expert)		Pruning Old Orchards
	Field demonstration	
C. F. Bley		Shaping Young Fruit Trees
	Field demonstration	
Raymond Cooper		A Sanitary Stable
	Field demonstration	
G. W. Rogers		Scoring Pure Bred Cows
Hubert Rogers		Dairy Records; What Individual Cows Pay
Mrs Jasper Hopper		The Farm Home
Clinton Tucker		The Cheese and Butter Industry
	Field demonstration	
C. S. Lockwood		The Farmer and the Community
C. W. Haws		The Cost of Growing Four Acres of Potatoes
M. H. Minar (Local druggist)		Chemistry of Soils

A boy from this school won first prize at the State Fair for box packing apples. The school has this year an exhibit at the Oswego County Fruit Growers Association.

These local schools are for farm boys. The art of farming is learned at home and the science of farming is learned in school. The art and the science should not be divorced; hence provision is made for "home project" work carried on at home under the direction of the teacher of agriculture. One of the best of these home projects is being carried on by a boy fifteen years old. He studied poultry husbandry last year and chose for his problem to determine the cost and net income of a small flock of hens for one year. He set seventy-five white leghorn eggs under five hens, May 1, 1912. The following were some of the articles constructed by this boy from plans and specifications drawn by him: coops and yards for young chickens, feed hoppers, roosts, nests, water fountain, house and yard for winter. A suitable system of book-keeping was devised and account is kept of all income and expenditures, including estimates not purchased. The young roosters are sold for broilers and the pullets kept through the winter. Each pullet is numbered and is to be trap nested for eggs. A weekly report is made to the teacher of agriculture and the whole project is to be summed up by the boy in a thesis to be written next spring.

If this most vital part of the work is to be effective, these schools should be in operation during the summer. This does not necessarily mean that the activities need always be carried on within the building especially constructed for formal instruction any more than the building need always be used for formal instruction. At all times one or more of the teachers should be in the community. As many as possible of the pupils should be carrying on work all the time, in school, at home or elsewhere.

During the past year the teacher of agriculture at Walton was employed for twelve months. A number of movements have been started which have created a wide community interest. One which met with special favor was the organization of corn and potato-growing contests. Twenty-five boys and girls of the town were enrolled in these contests. The members were visited during the summer by the teacher of agriculture. One public-spirited citizen contributed a suit of clothes as first prize in the corn-growing contest and another contributed a phonograph as first prize in the potato-growing contest. These prizes were awarded at the Corn and Potato Congress held in October in the high school auditorium.

An experimental plot of between two and three acres was loaned to the school by the Fair Association. Part of this land has been set aside for school gardens for the lower grades. Suitable prizes, donated by local merchants, were awarded to the owners of the best gardens. The remainder of the land was used for plot tests with corn, potatoes and alfalfa. Cornell seed corn was planted and the results compared with those obtained from planting some native seed corn furnished by a local grower. The three plots of alfalfa attracted much attention during the week of the county fair. Local farmers are much interested in this work. Men in the community contributed the fertilizer, teams and implements necessary to carry on these experiments. The Fair Association also offered thirty dollars in prizes in a plowing contest held during the fair. A farmers club is also in active operation and holds weekly meetings during the winter.

Other schools are carrying on similar activities and present conditions indicate that the real success of the school of agriculture is in proportion as this community work is taken up.

The Division of Vocational Schools has, in a previous report, pointed out the necessity of and opportunity for the establishment

of a system of continuation schools which would provide for the boys and girls who are employed at least part of the time. The schools of agriculture are already, in many places, filling this need along the lines of agriculture. A large number (mostly boys) of those enrolled in the work in agriculture attend from three to six months of the year. Some of these study only the vocational subjects; other enter the full curriculum. Even more effort should be made to meet the needs of these pupils. They are usually after education rather than counts or diplomas.

The school can not be the best expression of the community unless provision is made for the girls as well as for the boys. Already six of the schools of agriculture have made definite provision by the employment of a teacher of domestic science. Present conditions indicate that the smaller schools will have two vocational teachers: a teacher of agriculture and a teacher of homemaking. If the teacher of homemaking is also qualified to teach some of the special subjects of agriculture as fruit growing, poultry husbandry and dairying, there could be provision made for four years of vocational work for both boys and girls.

It is well known that the thing most cherished is that which comes with conscious effort. People take pride in an institution which is an expression, in part at least, of their own work. With community equipment, community lecturers, and community assistance in the school there is an opportunity for the correction of one of our great economic wastes. From the standpoint of economy, it is time that the various state and federal supported endeavors in the field of agriculture should organize for conservation and concentration of effort. In practically every separate line of activity the leaders have found: (1) Local and individual work is most effective; (2) at least one person who knows the community conditions and needs must act as agent; (3) this person should be especially trained in agricultural work; (4) community investment is desirable.

Farm bureaus, farm agents and specialists could best work through and in cooperation with a community school of agriculture. Whenever possible these schools should cooperate in and carry on this work. The teacher or teachers of agriculture might well be the local representatives of all agricultural activities of the community.

Only five-twelfths of the work of a pupil in a school of agriculture is along distinctly vocational lines. There is strong reason to

believe that the other seven-twelfths should be considered more from the standpoint of the environment of the pupil and his future plans than is at present the case. Just what modification should be made is not entirely settled. There is need of trial. One or two middle or senior schools should be induced to center all the school activities around the work in agriculture. These schools should be cut loose from all tradition and allowed to develop as pure community schools. There is little doubt but that an experiment of this kind would lead to a similar procedure in many districts in the State. Three teachers might well specialize in these schools, one to teach boys, one to teach girls and one to teach both boys and girls.

### High schools teaching vocational agriculture

SCHOOL	Men teachers	Women teachers	Boys enrolled	Girls enrolled	Number who will enrol after farm fall work is done	Pupils in seventh and eighth grade agriculture	Day pupils using equipment but not enrolled in the vocational course
Albion.....	1	...	17	....	10	40	.....
Atlanta.....	1	...	15	7	8	...	11
Belleville.....	1	...	21	...	10	...	3
Belmont.....	1	1	16	24	10	7	100
Brushston.....	1	...	26	9	...	14	.....
Gowanda.....	1	1	18	18	..	25	3
Greigsville.....	1	...	2	1	7	23	13
Hancock.....	1	...	14	9	10	9	.....
Hannibal.....	2	1	18	30	8	25	60
Highland.....	1	1	15	13	6	...	15
Interlaken.....	1	.	25	1	3	9	11
Jordan.....	1	...	22	5	4	13	6
LeRoy.....	1	.	14	...	14	25	13
Little Valley.....	1	...	25	...	1	...	.....
Lowville.....	1	...	10	24	4	.	150
Mexico.....	1	...	24	2	8	20	5
Millbrook.....	1	1	12	32	..	11	.....
Moravia.....	1	...	10	2	15	..	11
Newark Valley.....	1	...	22	8	5	...	.....
Penn Yan.....	1	1	15	18	...	...	18
Perry.....	1	...	10	8	7	...	9
Prattsburg.....	1	...	19	...	8	16	19
Red Creek.....	1	...	21	23	50	...	.....
Sinclairville.....	1	1	23	12	10	...	6
Stamford.....	1	...	27	...	...	...	.....
Walton.....	1	...	23	...	...	11	6
Worcester.....	1	...	26	...	8	12	40
Total..	28	7	490	246	209	260	499

Seventeen other high schools are teaching agriculture to 268 pupils, without expecting special State aid. These are given below:

**New York State high schools having a course in academic agriculture**

SCHOOL	Number of pupils	Remarks
Angola.....	.....	Only half-year course, January to June. Will probably have about 30 pupils
Batavia.....	25	
Cambridge.....	18	Dairying course
Canajoharie.....	11	
Delhi.....	25	
Dexter.....	14	Last year cereals and forage crops and potato growing. This year, cereals and forage crops and poultry raising
Dundee.....	16	
Falconer.....	7	
Gardenville.....	40	
Gilbertsville.....	7	Two half-year courses — animal husbandry and cereals and forage crops
Greenwich.....	24	
Hammondsport.....	8	Potato growing and general fruit growing
Liberty.....	17	
Minoa.....	12	
Palenville.....	9	Pupils take more interest in agriculture than any other. It inculcates a desire to study their own home and surroundings
Pulaski.....	12	
Schoharie.....	23	First half-year agriculture 3. Second half-year agriculture 7

**VOCATIONAL TRAINING OF WOMEN**

The breaking of London shop windows by women calls for big headlines in newspapers, but their breaking into our great productive industries, organizing into trade union leagues and the demanding of equal pay, receives less attention; but to the latter facts there is deeper significance. There is something in the air with relation to women's work and women's economic, political and social status. It is no sudden development. Woman is neither a slave nor a doll of the former days. No longer is she the woman who spends, but rather the woman who produces.

The history of women in the United States is the story of the great industrial readjustment which has not only carried woman's



work from the home to the factory, but has changed its economic character from unpaid production for home consumption to gainful employment in the manufacture of articles for sale. Their work has been removed from the home to the factory and workshop. Their range of possible employment has been increased and at the same time their monopoly of their traditional occupations has been destroyed. The individuality of their work, like that of men, has been lost in the standardized factory product. Similarly, as in the case of the history of man's work, the history of woman's work in this country shows that education and legislation have been the only forces which have improved the working conditions of any large number of woman wage-earners. Proportionately less, however, has been done for woman than for man and the former for a longer period of time has worked under conditions which have involved not only great hardships to herself but shocking waste to the community.

Assuming that woman has settled upon her "rights" and that she is prepared in her mind to enter the field of the world's work, it is necessary to think of her preparation for this work. The same human forces which are asserting her rights to vote, to work, to hold property, and to have equal pay must attack the problem of woman's education. If she is to work in the foundry, the machine shop, the electrical department, the textile mill, the printing office, the field, the office and the store, then she must be prepared for the work just as man is to be prepared for it. If human society can come to the conclusion that the foundry shop, the sweat shop, the file-cutting shop and the grinding shops are not suitable places for women, then human society must so improve the industrial and economic conditions of such work that woman can work in it.

In general it may be said that provisions for training in industrial occupations are not yet so fully developed for girls as for boys. Among the many reasons for this at least one stands out prominently, namely, many hardly realize, not even women themselves, the decrease in the amount of unremunerated home labor and the increase in the importance of wage labor together with the comparatively large amount of shifting of occupations from one sex to the other. Under the old domestic system, the work of the woman was to spin, to weave, to sew, to knit; in general to make most of the clothing worn by the family; to cook, to brew and to clean. But machines have now come in to aid in all these industries. In their train have followed men operatives. Not only has the

productive power of the individual been greatly increased, but many Priscillas have left their spinning wheels to hunt for other work. Men tailors make every year thousands of women's suits, men make our bread, brew our ale, and do much of the work of the steam laundry, and men are now cleaning our houses by the vacuum process. The following statistics give some idea of the change of occupations of women employed in gainful pursuits: the proportion of all the gainfully employed women engaged in "agricultural pursuits" decreased from 21.6 per cent in 1870 to 18.4 per cent in 1900, and the proportion engaged in "domestic and personal service" decreased from 58.1 per cent in 1870, to 44.6 per cent in 1880, to 39.4 per cent in 1900. At the same time the proportion engaged in "professional service" increased from 6.7 per cent in 1880 to 8.1 per cent in 1900, the proportion engaged in "manufacturing and mechanical pursuits" increased from 19.3 per cent in 1870 to 24.7 per cent in 1900, and the proportion engaged in "trade and transportation" increased from 1 per cent in 1870 to 9.4 per cent in 1900. It is evident that the importance of domestic and personal service has greatly decreased, while the importance of manufacturing and mechanical pursuits, trade and transportation and professional service has increased.

Some educators still have an idea that training for girls should prepare only for homemaking, ignoring the fact that many must and do work for a number of years outside the home. Training in homemaking must nevertheless be included in vocational education for girls as well as training for a trade or occupation and this two-fold phase of the problem introduces complications. Training for efficient service in the home and training for efficient service in the factory and store must go hand in hand.

Boys have little opportunity for training in apprenticeship systems under modern industrial conditions, but apprenticeship for girls has never meant any thorough training. In the early colonial days apprenticeship for the girl meant simply a hiring out at domestic service until of age. Up to the present, apprenticeship in manufacturing industries has usually meant to girls merely work and not industrial training.

In former days to teach girls to spin, to weave, to sew and to cook was to prepare them for the great advent in their lives—marriage, keeping of the home and the care of children. Gradually, however, as girls have been forced on the one hand by machinery which has taken away their home work, and on the other hand by division of labor which has drawn them into all manner of apparently

strange occupations ; to undertake tasks which have no direct interests or direct bearing to them as prospective wives and mothers, there has grown up a condition which can be solved only through education, and vocational education at that.

The problem of deciding what vocations shall be taught to girls is a difficult one. In a field of education as comparatively new as vocational education for girls, it is highly important that we be extremely careful in deciding upon the trades which shall be taught. We must ascertain which industries employ large numbers of women ; which industries require skilled workers ; which offer the opportunity of a steady rise to better positions ; which do not adequately provide the necessary training themselves ; which pay good wages for reasonable hours of work ; which are conducted under proper physical, sanitary and moral conditions ; which provide work the year around ; and in case of seasonal trades, what opportunities exist for the worker to use the dull season in one trade for work in another trade.

While this report is obviously concerned with vocational training for industrial pursuits it might be well at this place to point out that there are many agencies at work training women into what may be termed the higher vocations. A few years ago teaching was about the only so-called higher vocation into which they might enter. Now we have the fields of social service, of scientific work, of business, of secretarial work, of literary work and of art, in addition to the professions of law and medicine. For the past decade there has been earnest and progressive propaganda by collegiate alumni associations to turn college women into work other than teaching. It should be the aim of public schools to do what they may to redirect young girls from the unskilled into the skilled trades ; from vocations in which they are at present exploited into vocations where they may make the most of themselves. Already this Department is encouraging the high schools of this State to enrol girls in their agricultural courses. This is a step in the right direction. There seem to be no inherent reasons why women should not occupy positions of responsibility and trust in connection with almost every line of agriculture. There are numerous instances in which a farmer's success has depended more on the business ability, knowledge, energy and tact of his wife than on his own attainments. In certain specialties the opportunities for women in farming are as great as for men. It would seem preeminently fitting for women to become managers of poultry raising, bee-keeping and flower-

growing establishments, and in but slightly less degree, of vegetable gardening and fruit-growing enterprises.

In this connection it is interesting to note the number of women farmers and landlords in Tompkins county. The New York State College of Agriculture in making an agricultural survey visited practically every farm in the towns of Ithaca, Dryden, Danby and Lansing. Of 957 farms in these four towns, 87, or more than 9 per cent, were owned by women. Of these 87 farms, 41 were operated by their owners, and 46, or 53 per cent, were rented to tenants. Of the 870 farms owned by men, only 16 per cent were rented to tenants. The comparison shows that a much greater proportion of the women than of the men rented their farms in preference to assuming the direct management of them. This would naturally be expected. Altogether there were 181 rented farms, and 25 per cent of these were owned by women. Of the tenants on these 181 rented farms, only one was a woman. The average farm income made by these women was \$428. Besides having the use of a house and farm products to eat, the average woman had \$428 to live on, provided there was no previous indebtedness. This amount in the country, with no rent to pay, with at least half the table necessities and most of the fuel supplied, affords a comfortable living.

To return to the question of vocational training for girls in the productive industries, the ideals of such training must be first to train a girl that she may become self-supporting; second, to furnish a training which shall enable the worker to shift from one occupation to another allied occupation; third, to teach a girl to understand her relation to her employer, to her fellow worker and to her product; fourth, to train her to value health and to know how to keep and improve it; fifth, to develop a better woman while making a successful worker.

There are five types of vocational education for girls which are found in our schools:

- 1 Homemaking courses in the seventh and eighth grades. In these courses the girls devote ten hours a week to work in domestic art and science, and five hours a week to art and design as a subject correlated with the study of textiles and home decoration. The course in geography is arranged to deal with the nature of the region supplying the vegetable and animal materials with the qualifications of the raw material and its transportation. The work in history shows the development of the textile industries, the effect on the life of the people working in them due to the invention of weaving and spinning machinery. In an elementary way the girls

discuss the subject of unions and workers and consumers to bring out the idea that each organization is for the purpose of verifying the individual's endeavor to produce and consume under the best possible conditions and with the best possible results. Hudson and Schenectady have schools organized on this basis.

2 Preparatory trade schools giving half the school time to dress-making, millinery and household science and the remainder to closely related academic work. These schools while giving training along lines of homemaking go more intensively into direct preparation for service in dressmaking and millinery trades. Such schools are expected to arouse a set of vocational interests apart from the vocation of homemaking and to furnish a training along these vocations of sufficient value so that the girl may go to work in these trades and earn a living from the start. It is not to be assumed that she is a full-fledged dressmaker or milliner but it is to be taken for granted that she has knowledge and skill far above that of the untrained worker. Albany, Rochester and Buffalo have such schools. The Buffalo school is at present looking into the possibility of continuation work for department store girls and in its preliminary survey expects to find out where girls work in large numbers, what is required of them and what the schools may do to improve conditions.

3 Trade schools proper which give most of their school time to intensive trade training and comparatively little to homemaking and academic subjects. Dressmaking and millinery are taught in all these schools. In addition power machine operating on cloth and straw hats, novelty work and trade art are given in the Manhattan Trade School of New York City. The novelty work includes the use of paste and glue in sample mounting, sample-book covers, labeling, tissue-paper novelties and decorations, the covering and lining of cases and boxes, jewelry and silverware casemaking, lamp and candle shade making. The work in trade art includes costume sketching, stamping and perforating. Drawing is closely related to all trade work. Pupils are urged to learn several lines of work so that during dull seasons in one trade other work may be open. Practically all the shopwork is on actual commercial products which are sold to individuals and firms at market prices. The value of the products sold in eighteen months was about \$24,000. It is impossible at this writing to outline all the trades which may be taught in girls trade schools. A careful survey must be made in each city which expects to start such a school and the vocational

guidance bureaus have much to contribute in the solution of the problem.

4 Four-year courses in high school giving from one-third to one-half of the school time to handwork including applied art with specialization in the latter part of the course in one special field such as dressmaking or millinery or domestic science or commercial designing or illustrating and fashion drawing. Preparation for college is not the dominating aim in such a type of school. The academic subjects are not treated in the usual manner. Mathematics, for example, is taught more as a tool for use in the shop and in industry than as an abstract science. The science courses are likewise treated as applied science. The Washington Irving High School of New York City comes under this head. Graduates from this school are going out into the world earning a good living in making designs and drawings for fashion papers and as workers in millinery and dressmaking shops.

5 Evening classes. This work usually includes practical training in such subjects as cooking, needlework in plain sewing and garment making and the trimming of hats, all for domestic purposes. It may include and should include the training of girls in evening classes for dressmaking and millinery trades as well as giving them training in these lines as household accomplishments. There are six groups of girls to be considered in providing for evening instruction: (1) shop and factory girls who seek additional training looking to greater efficiency and wage-earning capacity in the occupations in which they are employed; (2) housewives and homemakers who seek training in the theory and technic of household economy; (3) girls engaged in household service who seek technical training in domestic economy looking to greater efficiency and wage-earning capacity in their calling; (4) shop and factory girls seeking training in order that they may shift from one wage-earning occupation to another closely related to the one in which they are engaged; (5) shop, factory, office and store girls who seek some simple training in some activity as a personal and convenient accomplishment but not looking toward following up this training for wage-earning purposes; (6) those girls of a type similar to the above who are now working but soon expect to enter the home as wives and homemakers.

In this connection it may be said that the training of young women in household arts where they have reached the age of evening class pupils will yield larger returns in proportion to the

amount of time devoted to it than similar training in any previous period of their lives, as such training is given to them at a time when the home-keeping instinct is a strong factor in their lives.

After a survey of the field has been made in order to plan a type of vocational school which will meet the needs of the girls of the community, there remains the problem of outlining a course of study. No single type of school will meet the requirements of the various localities of this State.





## XVIII

# DECISIONS OF COMMISSIONER OF EDUCATION ON APPEALS AND PETITIONS

Appeals and petitions are brought to the Commissioner of Education under the provisions of sections 880-82 of the Education Law of 1910. The Commissioner is required to examine and decide the same, and his decisions therein are final and conclusive, and not subject to review in any court. It has been the practice to print the more important decisions of the Commissioner in the annual report. A table of decisions for the school year ending July 31, 1912 is given, but only such decisions as are thought to be of general interest are published in full. All decisions are recorded in this Department. Those which are not published may be examined by any person during office hours.

No.

### TABLE OF DECISIONS

- 19 Appeal of John Kroth from the election of a trustee at the annual meeting in district no. 4, Cheektowaga, Erie co. Appeal sustained. Decided August 3, 1911.
- 20 Appeal of William S. Smith from the acts and proceedings of the annual school meeting in union free school district no. 12, town of Hempstead, Nassau co., declaring John W. Buckmaster and Paul W. F. Lindner elected trustees of said district. Appeal sustained. Decided August 2, 1911.
- 21 Appeal of certain electors of union free school district no. 12, town of Hempstead, Nassau co., from the acts and proceedings of the annual meeting in such district. Appeal dismissed. Decided July 2, 1911.
- 22 Appeal of Emil Hird from the action of the annual meeting in school district no. 2, town of Wheatfield, Niagara co., in declaring Albert Hird elected sole trustee of such district. Appeal sustained. Decided August 4, 1911.
- 23 Appeal of Michael F. Cronin from the election of Leonard Savoy as trustee of school district no. 13, town of Minerva, Essex co. Appeal dismissed. Decided August 4, 1911.
- 24 Appeal of Elijah K. Wixom and Tunis Mead from the election of trustee in school district no. 4, town of Kent, Putnam co. Appeal dismissed. Decided August 4, 1911.
- 25 Appeal of Henry G. Adams relative to the division of Erie county into supervisory districts. Appeal dismissed. Decided August 10, 1911.
- 26 Appeal from the division of the county of Oswego into supervisory districts. Appeal dismissed. Decided August 10, 1911.
- 27 Appeal from the action of the supervisors of the towns of Fulton county in dividing such county into supervisory districts. Appeal sustained. Decided September 2, 1911.
- 28 Appeal from the action of the annual meeting in union free school district no. 1, Hebron, Washington co., in the election of trustees. Appeal dismissed. Decided September 14, 1911.
- 29 Appeal of John J. Hughes from the action of the board of education of school district no. 7, North Hempstead, Nassau co., in refusing him admission to meetings of said board. Appeal sustained. Decided September 15, 1911.
- 30 Appeal of F. L. Horton, Barton Pratt and Arthur Bush from proceedings of the annual school meeting in district no. 15, towns of Colesville and Afton, Chenango and Broome counties, from the election of clerk and collector. Appeal sustained. Decided September 26, 1911.

No.

- 31 Appeal of E. Fay Phelps from his dismissal as teacher in district no. 2, Cherry Creek, Chautauqua co., and from an order of the school commissioner, revoking his license to teach. Appeal dismissed. Decided November 2, 1911.
- 32 Election of trustees in school district no. 2, town of Whitestown, Oneida co. Appeal dismissed. Decided November 4, 1911.
- 33 Charges against Joseph Depan, Jacob Depan and George Bell, school directors in supervisory district no. 3, Lewis co. Decision made November 21, 1911.
- 34 Appeal of John McAuliff of school district no. 2, Ausable, Clinton co. Appeal dismissed. Decided December 4, 1911.
- 35 Appeal of Martha G. McCready to receive compensation for services as teacher in district no. 22, Phelps, Ontario co. Appeal sustained. Decided December 4, 1911.
- 36 Appeal of Charles O. Drake of district no. 13, Lansing, Tompkins co., from decision or proceeding of school meeting in said district on May 2, 1911. Appeal dismissed. Decided December 12, 1911.
- 37 Complaint affecting the character of Arthur B. Barnes, superintendent of schools, union free school district no. 9, town of Hempstead, Nassau co. Appeal from the complaint dismissed. Decided January 9, 1912.
- 38 Application of Patrick H. McQuade to review a certain action of the board of education of the city of Albany. Application dismissed. Decided January 16, 1912.
- 39 Appeal of C. Gardiner Miller from annual election for trustee in school district no. 1, Hempstead, Nassau co. Appeal sustained. Decided January 17, 1912.
- 40 Application for rehearing in alteration of school district no. 10, Jasper, Steuben co., and the subsequent alteration of district no. 12, said town. Application denied. January 17, 1912.
- 41 Appeal of George H. Burton against the trustee and collector of district no. 7, Sangerfield, Oneida co. Appeal sustained. Decided January 22, 1912.
- 42 Petition of Cornelius F. Cunningham for the removal of Harry Williamson and Lewis Funda from the office of trustee of district no. 14, town of De Witt, Onondaga co. Petition dismissed. Decided January 29, 1912.
- 43 Appeal of George H. Harrison from acts and proceedings of the school board of union free school district no. 1, Smithville, Chenango co. Appeal dismissed. Decided January 30, 1912.
- 44 Appeal of Daniel H. Bork and J. D. Flannagan against Charles W. Neiley, trustee of district no. 4, Western, Oneida co. Appeal sustained. Decided January 30, 1912.
- 45 Appeal of Rose V. Neil from the decision of Henry Boeseel as sole trustee of district no. 4, town of Tonawanda, Erie co. Appeal dismissed. Decided January 31, 1912.
- 46 Appeal from certain acts of Charles B. Evans, trustee of school district no. 12, Newfane, Niagara co. Appeal dismissed. Decided February 2, 1912.
- 47 Appeal of Cyrus W. Shaw and others from action of George W. Flood in condemning the schoolhouse in district no. 1, Cornwall, Orange co. Appeal sustained. Decided February 2, 1912.
- 48 Petition for the removal of William A. Coon from the office of school trustee of district no. 2, Rhinebeck, Dutchess co. Appeal dismissed. Decided February 2, 1912.
- 49 Appeal of Max Jasmagy against the board of education of joint union free school district no. 6, Babylon, Suffolk co. Appeal dismissed. February 2, 1912.
- 50 Appeal of Calvin W. Hall and others from the action of the school meeting in union free school district no. 2, town of Dover, Dutchess co. Appeal dismissed. Decided February 3, 1912.
- 51 Appeal of Samuel M. Hawkins et al. from proceedings of special meeting in school district no. 5, town of Brookhaven, Suffolk co. Appeal dismissed. Decided February 8, 1912.
- 52 Appeal of William T. D. Walker and Randolph F. Soper from certain decisions made at a special meeting held in union free school district no. 7, town of Babylon, Suffolk co. Appeal dismissed. Decided February 16, 1912.
- 53 Appeal of Arthur R. Lambert et al. to have a branch school opened in district no. 7, Babylon, Suffolk co. Appeal dismissed. Decided February 23, 1912.

No.

- 54 Appeal of Roy Leon Smith from the act of the board of education of union free school district no. 9, Hempstead, Nassau co., dismissing him as principal of the high school. Appeal dismissed. Decided March 1, 1912.
- 55 Petition of Edgar W. Steele for the removal of the trustees and collector of school district no. 16, Mooers, Clinton co. Appeal dismissed. Decided March 1, 1912.
- 56 Appeal of Joseph P. La Roue from action and proceedings of a special school meeting in district no. 16, Massena, St Lawrence co. Appeal dismissed. Decided March 8, 1912.
- 57 Application of Joseph P. La Roue to remove Abel Chase from the office of trustee of district no. 16, Massena, St Lawrence co. Appeal dismissed. Decided March 9, 1912.
- 58 Appeal of Joseph P. La Roue from action and proceedings of special meeting in district no. 16, Massena, St Lawrence co. Appeal dismissed. Decided March 9, 1912.
- 59 Appeal of Jennie L. Andrus from action of Frank Knapp as trustee of district no. 7, town of East Fishkill, Dutchess co. Appeal dismissed. Decided April 3, 1912.
- 60 Equalization of the assessments of the real property embraced in union free school district no. 1, towns of Jay, Essex co., and Black Brook, Clinton co. Appeal dismissed. Decided April 9, 1912.
- 61 Alteration of the boundaries of districts nos. 4 and 8 of the town of Copake, Columbia co. Appeal sustained. Decided April 11, 1912.
- 62 Appeal of Charles E. Smith from the action of the board of school directors of the second supervisory district of Nassau co. Appeal dismissed. Decided April 17, 1912.
- 63 Appeal of David S. Place from action of the board of trustees of district no. 13, town of Huntington, Suffolk co., in removing him from the office of collector. Appeal dismissed. Decided April 18, 1912.
- 64 Charges against Arthur Gosso, trustee of district no. 10, Shandaken, Ulster co. Proceedings dismissed. Decided May 22, 1912.
- 65 Petition of John D. Cary and others from refusal of board of education of union free school district no. 1, Richfield, Otsego co., to submit a proposition to the voters of such district for the establishment of an agricultural and training school. Appeal sustained. Decided May 2, 1912.
- 66 Charges of general inefficiency, insubordination and gross misconduct preferred by Joseph Wade, district superintendent, against Joseph D. Reardon, principal of public school no. 23, borough of Manhattan. Appeal from such charges dismissed. Decided May 11, 1912.
- 67 Appeal of board of education of union free school district no. 15, Hempstead, Nassau co., from action of special election of the village of Lawrence in deciding to separate said village from such union free school district and appeal of Joseph H. Foster from same action of said village. Appeals sustained. Decided May 15, 1912.
- 68 Appeal of school district no. 19, Greenfield, Saratoga co., from an order of Theodore Elixman, school commissioner, dated September 6, 1911, creating school district no. 8, town of Saratoga Springs. Appeal dismissed. Decided July 9, 1912.
- 69 Appeal of John Y. Culyer from special meeting in union free school district no. 2, towns of New Castle and Bedford, Westchester co. Appeal dismissed. July 11, 1912.
- 70 Dismissal of Bertha L. Helwig from Kenmore Union school, Tonawanda, Erie co. Appeal sustained. Decided July 11, 1912.
- 71 Appeal of Walter Platt from decision of the board of education of union free school district no. 3, town of Ramapo, Rockland co. Appeal dismissed. Decided July 12, 1912.
- 72 Appeal of George F. Ferguson et al from action of annual meeting of union free school district no. 3, town of Mount Pleasant, Westchester co. Appeal sustained. Decided July 17, 1912.
- 73 Appeal from the action of the annual meeting in district no. 9, Newfane, Niagara co. Appeal dismissed. Decided July 18, 1911.
- 74 Appeal of Edmund Burdick from action of Elba Thomas, trustee of district no. 1, Ward, Allegany co., in appointing a collector. Appeal dismissed. Decided July 18, 1912.

No.

- 75** Appeal of Everett W. Babcock from the action of the annual meeting in district no. 3, Easthampton, Suffolk co. Appeal sustained. Decided July 18, 1912.
- 76** Appeal of George H. Kirkland from election of Charles E. Kirkland as trustee of district no. 4, Forestport, Oneida co. Appeal dismissed. Decided July 18, 1912.
- 77** Appeal of August Floodman and others from proceedings of annual school meeting in district no. 4, Manchester, Ontario co. Appeal sustained. Decided July 30, 1912.
- 78** Appeal of Eli P. Deal from the election of Elmer Trexler as trustee of district no. 13, town of Fayette, Seneca co. Appeal dismissed. Decided July 30, 1912.
- 79** Appeal of A. H. Crawford from action of a special meeting held in union free school district no. 1, Salina, Onondaga co. Appeal dismissed. Decided July 30, 1912.
- 80** Appeal from the action of the annual meeting in school district no. 3, Fallsburgh, Sullivan co. Appeal dismissed. Decided July 30, 1912.

## 20

In the matter of the appeal of William S. Smith from the acts and proceedings of the annual school meeting in union free school district no. 12, town of Hempstead, Nassau county, declaring John W. Buckmaster and Paul W. F. Lindner elected trustees of said district.

**Election of members of board of education; majority vote; effect of section 303, subdivision 6 of Education Law as amended by Laws of 1910, chapter 422.** Chapter 442 of the Laws of 1910, amending subdivision 6 of section 303 of the Education Law, providing that a plurality vote is sufficient to elect a member of a board of education, applies only to union free school districts having more than three hundred pupils, in which school elections are held on Wednesday following annual meetings. It does not apply generally to the election of members of boards of education in union free school districts.

**Ballots to designate offices; Education Law, section 227, subdivision 4.** The provisions of section 227, subdivision 4 of the Education Law, requiring ballots to designate the offices for which persons are voted at school elections, is intended for ballots which are prepared with names of candidates for different offices or where persons are nominated for full terms and unexpired terms. Where the only offices voted for were two members of a board of education for full terms, and it was expressly announced that the vote was to fill these two offices, the ballots voted need not designate the offices for which the persons are named.

Decided August 2, 1911

John Lyon, attorney for appellant

Edwin C. Wright, attorney for respondents

Union free school district no. 12, town of Hempstead, county of Nassau, is not coterminous with the limits of an incorporated village, and has less than three hundred pupils of school age. It is therefore subject to the general law relating to the conduct of annual meetings in union free school districts.

There is no conflict as to the material facts in this case. It appears that two members of the board of education were to be elected for full terms of three years. Three sets of candidates were duly nominated, namely, John W. Buckmaster and Paul W. F. Lindner; Philip Stauderman and John Giganti; John Wicks and William S. Smith. Those candidates were named on three separate ballots, and the electors present proceeded to vote. Upon counting the ballots it was found that the three sets of candidates had received the following votes:

1	{	John W. Buckmaster.....	59
		Paul W. F. Lindner.....	60
2	{	John Wicks.....	47
		William S. Smith.....	48
3	{	Philip Stauderman.....	29
		John Giganti.....	30

One hundred forty votes were cast, and therefore none of the tickets received a majority of all the votes. But the chairman of the meeting, notwithstanding the formal protest of one of the voters, declared that since Messrs Buckmaster and Lindner had received a plurality of the votes cast they were legally elected members of the board for full terms of three years, beginning on the first of August. The chairman based his decision upon his understanding of the effect of chapter 442 of the Laws of 1910, amending subdivision 6 of section 303 of the Education Law, which provides that a plurality vote is sufficient to elect. This subdivision of the law applies only to those union free school districts whose annual elections are held on the Wednesday following the annual meetings, and does not apply generally to the election of members of boards of education at annual meetings in union free school districts. The chairman therefore erred in declaring the respondents Buckmaster and Lindner the duly elected members of the board for full terms. They did not receive a majority of the votes cast and were not therefore legally elected.

The respondents concede that they did not receive a majority of the votes cast, but contend that the votes cast for Messrs Stauderman and Giganti were illegal and should not have been counted, and that if these votes are thrown out they received a majority of the votes cast and were legally elected. It is alleged that the

ballots for these candidates merely stated their names without indicating the office for which they were voted. Section 227, subdivision 4, of the Education Law provides that "The ballots shall be written or printed, or partly written and partly printed, containing the name of the person voted for and designating the office for which each is voted." This provision is intended more especially for ballots which are prepared with names of candidates for different offices, or where persons are nominated for full terms and unexpired terms. A failure to state upon the ballot the office for which a candidate is voted will not invalidate such ballot and nullify the will of the voter, where there can be no mistake or confusion as to the offices for which the candidates are voted. There could have been no such mistake or confusion in this case, as the two candidates were nominated and voted for at the same time as the other sets of candidates. The only officers voted for were two members of the board for full terms, and it was expressly announced that the ballot was to fill these two offices. It follows that the votes cast for these two candidates were properly counted and that the respondents were not legally elected. The appeal must be sustained and a new election held in this district.

It is hereby ordered, That the acts and proceedings of the annual meeting held in union free school district no. 12, town of Hempstead, county of Nassau, on May 2, 1911, whereby John W. Buckmaster and Paul W. F. Lindner were declared elected as members of the board of education of such district for full terms of three years beginning on August 1, 1911, be and the same hereby are set aside and declared of no force or effect; and

It is hereby further ordered, That the board of education of such district be and they hereby are directed to call a special meeting of the qualified electors of such district, in the manner provided by law, to be held at the schoolhouse in such district on the 7th day of September, 1911; at 8 o'clock in the evening, for the purpose of electing two members of such board of education for full terms of three years beginning on August 1, 1911.

## 25

In the matter of the appeal of Henry G. Adams relative to the division of Erie county into supervisory districts.

**Supervisory districts; territory to be compact and contiguous; Education Law, section 381, as amended by Laws of 1910, chapter 607.** Where complaint is made that a board of supervisors, in dividing a county into supervisory districts, has failed to comply with section 381 of the

Education Law as amended by Laws of 1910, chapter 607, requiring the territory of the districts to be compact and contiguous, it must be established by competent proof that the division is unequal and not compact. If the division is reasonably fair the action of the board will be sustained. Territory comprised within the city of Lackawanna and in the town of West Seneca, which is subject by the charter of the city to the supervision of the district superintendent, may be treated as a part of a supervisory district.

Decided August 10, 1911

Thomas E. Boyd, attorney for appellant

The appellant complains of the action of the supervisors of the towns, and the school commissioners of the county of Erie in dividing such county into supervisory districts under the provisions of section 381 of the Education Law as amended by chapter 607 of the Laws of 1910. This section provides that "The territory embraced in the school commissioner districts of the State outside of cities and of school districts of five thousand population or more, which employ a superintendent of schools, shall be organized and divided into supervisory districts. In the formation or division of such territory into such districts no town shall be divided. The territory of such districts must be contiguous and compact, and towns shall be arranged in districts so that there shall be as equal a division of the territory and number of school districts as may be practicable."

The appellant alleges that the territory of district no. 2, as formed by the board, is not compact and contiguous, and that the several districts are not divided, as to territory and number of school districts, as equally as may be practicable. The appellant does not suggest any division which in his opinion would be nearer equal. He relies upon his assertion that the division made is unequal, and the map which he has filed showing town boundaries. There is nothing in his papers indicating the territorial extent of the supervisory districts or the number of school districts therein. The respondents have furnished this necessary information, and it is ascertainable therefrom that there has been a reasonably fair division of the county into supervisory districts so far as territory and number of school districts are concerned.

It is also contended that district no. 2, which includes the towns of Alden, Lancaster, Hamburg and that part of the town of West Seneca which is now under the jurisdiction of the school commissioner of the second school commissioner district, consists

of territory which is not contiguous or compact, as required by the section above referred to. The towns of Alden, Lancaster and Cheektowaga lie to the east of the city of Buffalo, and the towns of Hamburg and West Seneca to the south of such city. The several school districts therein are easily reached by electric and steam railways. While this district is not so compact as the other districts in the county it is sufficiently compact to conform to the requirements of the law. The towns in this district are contiguous.

The appellant contends that the part of West Seneca which touches the town of Hamburg is in the city of Lackawanna, and may not therefore be included in a supervisory district. The Lackawanna charter expressly provides that such part of school district no. 5, town of West Seneca, as lies within the boundaries of the city of Lackawanna, shall be subject to the jurisdiction of the school commissioner of the second school commissioner district. The district superintendent of this district will succeed to the powers and duties of the school commissioner and the said school district is therefore properly included within the second supervisory district. It follows therefore that the territory of this district is contiguous.

The appeal is dismissed.

26

In the matter of the appeal from the division of the county of Oswego into supervisory districts.

**Supervisory districts; division of county by board of supervisors; number of school districts; Education Law, as amended by Laws of 1910, chapter 607.** Education Law, section 381, as amended by Laws of 1910, chapter 607, requires a board of supervisors to divide the county into supervisory districts so that there shall be as equal a division of the territory and number of districts as may be practicable. A division will be sustained although it appears that one district comprises considerably fewer school districts than the other districts, where it appears that such school districts are larger, the schools more inaccessible and more remotely situated one from another.

Decided August 10, 1911

This appeal is brought from the action of the supervisors of the towns, and the school commissioners of the county of Oswego, in dividing such county into supervisory districts. It is alleged that the territory comprising these districts is not contiguous and compact as required by section 381 of the Education Law, as amended by chapter 607 of the Laws of 1910. This



contention on the part of the appellant is not sustained by the facts as they appear in the papers, and by the map which has been filed, showing town boundaries. There has been a substantial compliance with the statutory provision as to compactness, and there can be no question as to the contiguity of the territory embraced in the several districts.

It is also alleged that there is not as "equal a division of the territory and number of school districts as may be practicable," as required by the above section. The first district has 41 school districts; the second 57; the third 60; the fourth 59; and the fifth 61. There is no great disparity in the number of school districts, except as to the first district. This district has considerably fewer school districts than the other supervisory districts, but it appears that these school districts are larger than in the other districts, the schoolhouses are more distant from each other, and the transportation facilities are less available. The law requires that the division as to number of districts be as equal as may be practicable. The question of practicability will frequently depend upon the accessibility of the schools to be supervised, and where the schools are remotely situated one from another, the number of school districts in the supervisory districts should be reduced. The board seems to have correctly applied this principle to the first district as formed by it. The presumption is in favor of the equality of the division made by the board. Unless it clearly appears that the division was not as equal as might practicably be made, the action of the board will be sustained.

## 27

In the matter of the appeal from the action of the supervisors of the towns of Fulton county in dividing such county into supervisory districts.

**Supervisory districts; equality of division; Education Law, section 381, as amended by Laws of 1910, chapter 607.** Section 381 of the Education Law, as amended by Laws of 1910, chapter 607, makes it the duty of a board of supervisors to divide the territory of the county so that there shall be as equal a division of the territory of the towns and the school districts as is practicable. Under this section a division will not be sustained where the more populous district which, because of its topography and the location and condition of its highways and railways, is more easily traversed, has nearly a third less school districts and considerably fewer schools to be visited and supervised, than the other supervisory districts.

Dudley & Dennison, attorneys for appellants

The town of Johnstown, county of Fulton, through its town boards, appeals from the action of the supervisors of the towns and the school commissioner of such county, in dividing such county into supervisory districts. The law requires the supervisors of the towns, and the school commissioner of the county of Fulton, to meet as a board and divide such county into two supervisory districts. Such officers met for such purpose on the third Tuesday in April 1911, and a majority of them voted in favor of a resolution providing that the first supervisory district should consist of the towns of Bleecker, Johnstown, Caroga, Ephratah, Stratford and Oppenheim, and that the second supervisory district should consist of the towns of Mayfield, Northampton, Broadalbin and Perth.

The appellants complain that this division is grossly unequal as to extent of territory, number of school districts and teachers, and accessibility of schools. The supervisors have not answered the petition, but the school commissioner, Clarence E. Van Buren, who was a member of the board, has filed an affidavit in which he states the number of school districts, schools and teachers in each proposed supervisory district, and expresses the opinion that the proposed division is unfair and inequitable and says that, "In the opinion of deponent there is no question that if the proposed division be allowed to stand, schools, pupils and teachers in the eastern district will receive far superior supervision than is possible to those in the western district; that the towns are not arranged in districts so that there is as equal a division of territory and number of school districts as may be practicable."

The law under which supervisors and school commissioners act in dividing a county into supervisory districts explicitly demands that the territory of such districts must be contiguous and compact, and that towns "shall be arranged in districts so that there shall be as equal a division of the territory and number of school districts as may be practicable." There is no question here as to the contiguity and compactness of the territory of the two districts. The only question at issue pertains to the equality of the division of the territory and number of school districts.

The proposed first or western district is about twice as large territorially as the second or eastern district, and is much less accessible by railway and improved highway. The western district has sixty school districts, fifty-eight schools and sixty-two teachers, while the eastern district has forty school districts,

thirty-eight schools and fifty-three teachers. By this division the more populous district which because of its topography and the location and condition of its railways and highways, is much more easily traversed, has nearly a third less number of school districts, and a considerably fewer number of schools to be visited and supervised. If there was to be any discrepancy as to number of districts and schools, the less populous and more inaccessible supervisory district should have been given the fewer number. The facts presented clearly show that the board has not complied with the law in dividing the county; the division is not as equal a division of territory and number of school districts as may be practicable, and therefore the act of the board in creating such supervisory districts must be set aside.

The appeal herein is sustained.

It is hereby ordered, That the action of the supervisors of the towns, and the school commissioner of the county of Fulton, constituting a board for the division of such county into school supervisory districts, at a meeting held by such board on the 18th day of April 1911, whereby the said county of Fulton was divided into two supervisory districts, one consisting of the towns of Bleeker, Caroga, Ephratah, Johnstown, Oppenheim and Stratford, and the other of the towns of Broadalbin, Mayfield, Northampton and Perth, be, and the same hereby is, set aside and declared of no effect; and

It is hereby further ordered, That the supervisors of the towns of the county of Fulton, and the school commissioner of the said county, be, and they hereby are, ordered and directed to meet at the court house in the county of Fulton for the purpose of dividing the said county into supervisory districts, as provided by subdivision 1 of section 381 of the Education Law, on Saturday, September 16, 1911, at 10 o'clock a.m.; and the county clerk of said county is hereby directed to notify the said supervisors and school commissioner of such meeting.

## 28

In the matter of the appeal from the action of the annual meeting in union free school district no. 1, town of Hebron, Washington county, in the election of trustee.

**Notices of annual meeting.** An annual meeting is not invalid and the proceedings thereof will not be set aside because of failure to post or publish the notices prescribed by statute unless it clearly appears that the failure to give the notice was fraudulent.

**Appropriations for school purposes.** A board of education can only levy taxes without a vote of the district for teachers' salaries and ordinary expenses of maintaining the school. Where no appropriations are voted the tax levy must be limited to the amount required to pay such salaries and expenses. Such expenses include fuel, necessary supplies and such repairs as are required properly to maintain the school.

Decided September 14, 1911

The appellants herein, Samuel G. Shaw, James Campbell, A. V. McMillan, Ebenezer Kinney and A. T. White, have complained of the proceedings of the annual meeting held in the West Hebron union free school district, on May 2, 1911. It is alleged that notices of the meeting, and a statement of receipts and expenses for the preceding year, and of the estimated expenses for the ensuing school year, were not published or posted as required by law. The respondent board of education admits the failure to post or publish such notices and statement, but insists that such failure was not wilful and that there was no intention thereby to secure any unfair advantage over those who were opposed to the board. The appellants have asserted in their petition that the failure to post such notices and statement was intentional and that as a result the attendance at the meeting was small, and that many remained away because ignorant of the time and place of the meeting. It has been frequently held on appeal that an annual meeting is not invalid and the proceedings thereof will not be set aside upon the ground of a failure to post or publish the notices prescribed by statute. The time and place of an annual meeting are fixed by statute, and the qualified electors of the district are presumed to know of such time and place, and attend thereat if they so desire. It would only be in a case of pronounced and well-established fraud that the proceedings of an annual meeting would be vitiated by failure of notice. There is no evidence of such fraud in this case. The allegation of fraud contained in the petition, with no sustaining proof of fraud, is insufficient. The election of members of the board of education and other district officers in the district can not be set aside for the alleged failure of notice.

Neither of the parties to this appeal have appended to their papers a copy of the minutes of the meeting as required by the rules of practice. The papers themselves are decidedly informal and do not clearly set forth the material facts pertaining to the controversy. It may be gathered from the allegations of the appellants and the admissions of the respondents that an estimate

of the amount required to maintain the school in the district was not submitted at the meeting and that no appropriations were made or taxes voted at such meeting to run the school for the school year beginning August 1st. This omission is serious because the board can only levy taxes without a district vote for teachers' wages and ordinary contingent expenses of the school. If it is proposed to expend money for any other purpose it will be necessary for the board to call a special meeting to vote the necessary tax. The tax levy for this year must be limited to the amount required to pay the salaries of teachers and the ordinary contingent expenses of the school. Such expenses include fuel, necessary supplies and such repairs as are required properly to maintain the schoolhouse. If the tax levy includes taxes for any other purposes it will be invalid.

The appeal is dismissed.

## 29

In the matter of the appeal of John J. Hughes from the action of the board of education of school district no. 7, North Hempstead, Nassau county, in refusing him admission to the meetings of said board.

**Meetings of board of education to be public; executive sessions.** Section 313 of the Education Law which requires meetings of a board of education to be public but authorizes executive sessions at which only members shall be present, does not authorize a board to declare all its meetings executive sessions. Meetings at which the ordinary and regular business of the district is to be transacted are to be public. The board may take up business of a special nature which may not be properly discussed in public in executive session.

Decided September 15, 1911

The appellant John J. Hughes is a resident of union free school district no. 7, town of North Hempstead, county of Nassau. He alleges that he attended the meetings of the board of education of such district at various times, to wit, on April 10, 1911, April 24, 1911 and August 9, 1911, and that on each occasion he was excluded from such meeting and requested to leave the room where such meetings were being held, on the ground that all meetings of the board were executive sessions, and that the public were not permitted to attend. The board was duly served with a copy of the petition but has not answered the allegations thereof.

Subdivision 3 of section 313 of the Education Law provides that "Meetings of all such boards shall be open to the public, but such

board may hold executive sessions at which sessions only the members of such boards or the persons invited shall be present."

It is contended by the appellant that this provision does not authorize a board of education to declare all its meetings executive sessions, and exclude the public therefrom. The law was intended to authorize a board of education to exclude the public from its meetings whenever business was to be transacted which, in the judgment of the board, was of such a nature that the best interests of the district required that it be considered behind closed doors. The board is permitted to exercise a reasonable discretion in determining what business shall be done in executive session. But the board may not declare all its meetings to be executive and exclude the public therefrom. Meetings at which the ordinary and regular business of the district is to be transacted are to be public. If a meeting has before it business of a special nature which, in the judgment of the board, may not properly be discussed in public, the board may move to take up the matter in executive session and thereupon proceed with the business in executive session. If the board acts fairly in the matter, and resolves itself into executive session in good faith and with a legitimate end in view, a qualified elector or taxpayer is not aggrieved thereby, and will not be heard to complain on appeal.

The appeal of the appellant is sustained so far as it relates to his exclusion from the meetings of the respondent board of education on the ground that all such meetings are held in executive session and the public are excluded therefrom.

The board of education of this district must conform to the requirements of the statute that its meetings be public, except when for some special reason, as indicated in this decision, it shall declare such meetings to be in executive session.

### 32

In the matter of the election of trustee in school district no. 2, town of Whitestown, Oneida county.

**School election held on Wednesday following annual meeting; sufficiency of resolution.** The law which authorizes an annual meeting in a union free school district having more than three hundred pupils, to elect members of the board of education on the day following the annual meeting must be construed as requiring the determination to change the time of election to continue until again changed as is provided by law. The validity and effect of the resolution are not affected by the failure to specify therein that subsequent elections shall be held on the Wednesday following the annual meeting.

**Notice of meeting; election at annual meeting.** Where the notice of the annual meeting clearly specifies that members of the board will be elected on the day following the annual meeting, the election of a member of a board of education at the annual meeting is invalid.

Decided November 4, 1911

Kernan & Kernan, attorneys for appellant  
Adrian S. Malban, attorney for respondent

There is no controversy as to the facts in this case. It appears that the appellant, Stephen A. Hagan, is a qualified elector of union free school district no. 2, town of Whitestown, county of Oneida. This district was established as a union free school district in May 1890. Its boundaries are not coterminous with those of a village. It had when established and has had during each year since that time more than three hundred children of school age. The law in force at the time the district was established as a union free school district required the annual election of school officers in such district to be held on the Wednesday following the annual meeting. The records of the district show that the annual election of members of the board was held on the Wednesday following the first Tuesday of August in the years 1891, 1892 and 1893. The law in force during these years relative to school elections, applicable to this district, was Laws of 1878, chapter 248, as amended by Laws of 1889, chapter 245. This law required the election of school officers in this district to be held on the Wednesday following the first Tuesday of August. The law was repealed by and reenacted in, the Consolidated School Law of 1894 (L. 1894, ch. 556, tit. 8, § 14), modified so as to apply only to a union free school district, and to require a majority vote of those present at a district meeting to determine that the election of officers in such district shall be held on the Wednesday following the annual meeting. At the annual meeting held in the district on the first Tuesday of August 1896, a motion was adopted as appears in the minutes thereof, in the following form, namely, "On motion Wm. M. Gates and W. G. Stone were nominated for trustees to be voted for at the election to be held Wednesday Aug. 5, in place of Wm. Gates, term expired."

Pursuant to such motion the election of members of the board of education was held August 5, 1896, the Wednesday following the annual meeting. The papers in the case do not disclose any other resolution or action of a district meeting determining that the election of school officers should be held on the Wednesday following the annual meeting. The election of school officers in this district

has been held each year since 1896 to the present time on the Wednesday following the annual meeting. No action has been taken by the district since 1896 affecting the time of holding the annual election of district officers, nor has a law been enacted which in any way affects the right of the district to elect on the Wednesday following the date of the annual meeting.

It further appears that the clerk of the board of education gave the usual notice of the annual meeting and election to be held in the district, in the form and manner provided by law. Such notice explicitly stated that the annual school meeting would be held at the schoolhouse in the district on Tuesday May 2, 1911, at 7.30 p. m. "for the transacting of such business as may properly come before the meeting and the nomination of a trustee," etc. The notice further stated that the annual election of trustee would be held Wednesday May 3, 1911 and that polls would be open from 12 m. to 4 p. m. The minutes of the annual meeting, held Tuesday evening, show that on motion of certain electors Stephen A. Hagan, N. G. Waterbury and Edward G. Wagner were placed in nomination for the office of trustee, for the term beginning August 1, 1911. A vote was called for by the friends of Mr Hagan, it being claimed that according to a new statute the election could be held at that time. The chair ruled that it seemed to be legal to elect at the annual meeting and a ballot was taken which resulted in 24 votes being cast for Mr Hagan, 3 for Mr Waterbury and 1 for Mr Wagner. The result of the vote was announced by the chairman and the meeting adjourned. The board of education presided at the election held the next day. The polls were open from noon to 4 in the afternoon and at the close of the polls the votes were counted and it was found that 82 ballots were cast for Mr Waterbury and 2 for Mr Hagan. When the board met for organization in August, Mr Waterbury was recognized as the legally elected trustee for a full term of three years. Mr Hagan appeals from the act of the board in recognizing Mr Waterbury as a member of the board and asks that it be determined that he, Mr Hagan, was legally elected as member of the board.

The appellant contends that this district had not taken the necessary action to authorize the holding of an election of school officers on the day following the annual meeting. It is true that the action taken by the annual meeting in 1896 was decidedly informal and did not by its terms bind the district as to the time when the election of officers should be held in future years. Nor does it appear from



the record that the motion was adopted by taking and recording the ayes and noes. The law under which this action was taken did not authorize the district to elect members of the board on the day following the annual meeting for a single year, but clearly states that "until such determination is changed such election shall be held on the Wednesday next following the day on which such annual meeting of such district shall be held." It must be held that the annual meeting of 1896 in voting to elect a member of the board on the day following, intended that such motion should apply to all future elections until changed as provided by law, for this was the only action that the meeting was authorized to take. The presumption that this was the intention of the annual meeting of 1896 and that the action taken was legal is sustained and made conclusive by the continued holding of the election of trustees in the district on the Wednesday following the annual meeting in each subsequent year down to the present time, without any objection on the part of a qualified elector. It is too late now, after a period of fifteen years, to raise the question of the illegality of the determination to hold the election of trustees on the "Wednesday next following the day designated by law for holding the annual meeting."

The notice of the annual meeting and election, posted throughout the district as provided by law, plainly stated that the annual meeting would be held on Tuesday evening May 2, 1911 for the transacting of such business as may properly come before the meeting "and the *nomination* of a trustee in place of N. G. Waterbury," and that the "annual election of trustee will be held Wednesday, May 3, 1911, polls open from 12 m. to 4 p.m." The qualified electors of the district must have known from this notice that the election of trustee was to be held on Wednesday following the annual meeting, as in former years. No change had been made in the law affecting the holding of an election of trustee in a union free school district having more than three hundred children of school age, nor had there been any notice of a proposed change in the time of holding the election. The electors were therefore justified in assuming that there would be no election of a trustee on the evening of the annual meeting. Only a few of the electors favoring the election of Mr Waterbury attended this meeting. A considerable number of the friends of Mr Hagan were present apparently with the preconceived purpose of taking advantage of the alleged change in the law relative to the time of holding the election of trustee. There was no basis for the statement that such a law

had been passed. The appellant and his friends apparently knew that this alleged change in the law was to be made a pretext for the election of a trustee at the annual meeting. Mr Waterbury had no notice of it until the meeting was held. Mr Hagan, the appellant, therefore received an unfair advantage and, in view of the fact that the information as to the change in the law was without foundation, it is obviously impossible to hold that he was legally elected trustee. There was no notice that an election would be held at that meeting. To hold that such election was valid would in effect deprive a large majority of the qualified electors of the right to express their choice of candidates. Only those who were specially informed had any reason to believe that there was to be any change in the time of holding the election. The concerted action of the appellant and his friends in attempting to elect him trustee at a meeting which was called for the purpose of nominating candidates for the office of trustee and not for the election of a trustee, can not be sustained.

The election was held on the day following the annual meeting at the hours and place specified in the notice. The canvass of the votes cast at the election showed that Mr Waterbury received 82 votes and Mr Hagan 2. It is apparent that Mr Hagan's friends refrained from voting, relying on the claim that his election at the annual meeting, the evening before, was valid. The election on Wednesday was held pursuant to the notice; the law authorized the election to be held at such time; there is no claim made that full opportunity was not afforded to the appellant and his friends to cast their ballots at this election. An unusually large vote was cast; if the Hagan vote of the night before had been cast Mr Waterbury would still have been elected three to one. For these reasons as well as for those previously stated it must be held that the election of Mr Waterbury as trustee, on the Wednesday following the annual meeting, was legal and the respondent board of education was right in recognizing him as a member of the board.

The appeal is dismissed.

### 33

In the matter of the charges against Joseph Depan, Jacob Depan and George Bell, school directors in supervisory district no. 3, Lewis county.

**Election of district superintendent.** The Commissioner of Education will investigate charges as to the validity of the election of a district superintendent by school directors. An election will not be set aside unless it is clearly established that the directors were corruptly influenced in

making their choice. School directors should not meet in a hotel having all the accessories of a saloon. It should be held in the school-house. School directors who were under the influence of liquor when they elected a district superintendent should be severely reprimanded; but if there is no proof of fraud or corruption the election will not be set aside.

Decided November 21, 1911

Not long after the appointment of Miss Ruth N. Johnston to the office of superintendent of schools in supervisory district no. 3, Lewis county, on the 15th day of August last, a letter without signature was published in the School Bulletin at Syracuse, which letter was in fact written by Stanton D. Austin, a teacher who was a candidate for the office, alleging that several of the directors had been intoxicated on the day of the meeting at which the appointment was made, and affirming his belief that the appointment had been influenced by the corrupt use of money. Observing this letter the Commissioner of Education requested and in time received the name of the writer, and from him received a reaffirmance of his allegations. Austin made specific charges of intoxication against Joseph Depan and Jacob Depan, father and son, directors for the town of Lyonsdale, and George Bell, a director of the town of Greig, and asserted his belief that the successful candidate either directly or through her brother, Mr John H. Johnston, had influenced the appointment by the use of money.

Upon this information the complainant, all of the directors, Miss Johnston, superintendent elect, and her brother and several others alleged to know something of the matter complained of, were summoned to appear before Dr Thomas E. Finegan, Third Assistant Commissioner of Education, at the Lowville Academy on Saturday November 4th, and testify under oath as to the truth or falsity of the matters complained of. They did so attend, the inquiry was searching, and the stenographer's notes are before us.

The evidence taken entirely fails to sustain the allegation that the choice of the superintendent was corruptly influenced. There is no evidence of it either direct or circumstantial, except that one of the directors, Leroy Ossant, who was for Austin, swears that when he and Joseph Depan were in a barber shop, Depan asked him if he was for Austin, and upon being answered in the affirmative replied that it would be worth a hundred dollars to him to be for Miss Johnston. Depan denies this. Whatever there was in the way of idle talk, there is not a shred of evidence to show that the Johnstons

paid money to bring about Miss Johnston's appointment. They deny it under oath, and their character and the standing of the family support their assertions. Miss Ruth Johnston is a graduate of Vassar College, Mr John Johnston a graduate of Hamilton College, and their father was a physician of long practice and much respected memory. Indeed, the support of the Depans for Miss Johnston was undoubtedly due to the fact that her father had been physician to the Depans for a long period of time. What was said about the use of money was undoubtedly due to imagination and disappointment. Certainly there is no evidence to sustain it, and it has been searched in the very earnest hope that if there was such evidence it would be found.

There is evidence enough that Joseph Depan and George Bell, and Jacob Depan in perhaps less measure, were intoxicated on the day of the meeting of the board. The meeting was in a country tavern with the accessories of a saloon. It should have been held in a schoolhouse and the law may well be amended to require it. The bar was repeatedly patronized by the directors named, and while they did not become so much under the influence of drink as to be unable to take care of themselves, they clearly revealed increasing intoxication, as the morning and afternoon session of the board wore on, to a considerable number who were in attendance at the meeting.

I have considered whether the evidence showed facts sufficient to require some disciplining action against the directors who misconducted themselves and whose habits and attributes very naturally subjected them to even graver suspicions. Surely the management of the schools calls for men of clean life with heads not befogged by intoxicating drink. But as a fact, possibly as a matter of chance, the work of the board seems to have been well done. There is no proof of corruption. The only discipline that could be employed would be to remove them from office. I am naturally reluctant about removing an official elected by the people except for imperative cause, and it is earnestly hoped that this reference to the reprehensible conduct of the three directors will be sufficient.

### 36

In the matter of the appeal of Charles O. Drake of school district no. 13, town of Lansing, Tompkins county, from a decision or proceeding of a school meeting held on May 2, 1911, in said district.

**Election of trustees; proof of the votes cast.** In a contested election of a school trustee there is strong presumption in favor of the truth and accuracy of the result of the ballot as announced by the inspectors; but evidence may be received as to how certain electors voted. If the evidence is positive and clear and there is proof of fraud, mistake or irregularities at the election such evidence is entitled to great weight; but if the evidence is conflicting and not definite the presumption in favor of the result as declared will control.

Decided December 12, 1911

J. J. McGuire, attorney for appellant

Charles H. Blood, attorney for respondents

This appeal is brought by Charles O. Drake from the action of the chairman of the annual meeting in school district no. 23, town of Lansing, county of Tompkins, in declaring John P. Knettles to be elected trustee of such district for the ensuing school year. It appears that an informal ballot was taken for the nomination of candidates for the office of trustee. On this ballot the appellant received fifteen votes, Mr Knettles thirteen and Charles R. Bower one. The meeting then proceeded without objection to a formal ballot for the office, and as a result Mr Knettles received fifteen votes and the appellant fourteen votes. The chairman thereupon declared that Mr Knettles had been elected as trustee for the ensuing year.

There is no charge of illegal voting. Neither side has been guilty of fraud. The appellant insists that there was a mistake made in counting the votes. The affidavits of both tellers are presented in which they state that they counted the ballots deposited in the ballot box and they found that there were twenty-nine ballots therein which corresponded with the number of names on the poll list; that they thereupon separated the ballots cast for the appellant, Charles O. Drake and the respondent, John P. Knettles, in two piles; that they examined and counted the ballots in each pile twice before the result was announced; that on each count it appeared that there were fifteen ballots for Mr Knettles and fourteen for Mr Drake. Both inspectors swear positively that they were especially careful in making the count because the number of ballots cast for Mr. Drake did not equal and correspond to the number received by him on the informal ballot. They both strenuously insist that the votes were counted as cast and that the result announced was true and correct. There does not appear to have been any protest by the appellant or any one else as to the conduct of the ballot or as to the

method of canvass. The conditions under which the votes were cast and counted were reasonably favorable to a fair expression of the will of the voters present and voting.

In view of these facts it must be held that there is a strong presumption in favor of the truth and accuracy of the result of the ballot as announced by the inspectors. It is doubtless permissible in contested election cases to receive evidence as to how certain electors voted. If such evidence is positive and clear, and there is proof of fraud, mistake or irregularities at the election, it is entitled to great weight and will frequently control. In this case fifteen electors who were present and voted at the meeting make an affidavit to the effect that each of them voted for Charles O. Drake for trustee for the ensuing year. They do not state that they voted for him on the ballot in question. The minutes show that Mr Drake received fifteen votes on the informal ballot. One of the persons making this affidavit may have had in mind the vote cast by him on the informal ballot. At any rate the affidavit is not specific as to how each voted on the ballot which has given rise to this controversy. Such evidence is not sufficient to overcome the strong presumption in favor of the correctness of the declared result of such ballot. In the light of all the evidence it must be held that the appellant has failed to show by a preponderance of proof that the respondent, Mr Knettles, was not legally elected as trustee of the district.

The appeal therefore is dismissed.

### 38

In the matter of the application of Patrick H. McQuade to review a certain action of the board of education of the city of Albany, N. Y., attempting to remove the said petitioner from his position as principal of the Albany Evening High School.

**Appointment of principal of evening high school in city of Albany.**

**Application of section 245 of second class cities charter of 1898.** Teachers in the night schools of the city of Albany are not subject to the provisions of section 245 of the second class cities charter of 1898 as inserted by the Laws of 1902, chapter 560. Boards of education of such cities are not required to appoint such teachers for probationary periods nor from merit lists as required in the day schools.

**Establishment and maintenance of night schools within discretionary power of board.** A board of education is authorized but not required to establish and maintain night schools. The board has discretionary power to determine whether such schools shall exist and must be given a wide discretion in determining how they shall be maintained and what teachers are to be employed therein.

**Designation of principal.** A board of education is not required to designate a principal of a night school to hold during good behavior. A principal who has been appointed for one year may be displaced by the appointment of another for the following year.

Decided January 16, 1912

Herrick & Herrick, attorney for petitioner

Arthur L. Andrews, attorney for respondents

It is alleged by the petitioner, Patrick H. McQuade, that he was appointed principal of the evening high school of the city of Albany by the then board of public instruction of that city, on the 23d day of October, 1900, and that he was reappointed to such position July 22, 1902, by resolution of the new board of education of such city, under chapter 560 of the Laws of 1902. It is further alleged by the petitioner that he is also principal of public school 21 in the city of Albany and that he has in each and every year since 1900 until the summer of 1911 assumed charge, and has been recognized as principal, of both public school 21 and the evening high school. It appears that at a meeting of the board of education held June 19, 1911, a motion was made and adopted as follows: "Moved that John A. Naughton be appointed principal of the evening high school, appointment to take effect immediately." Upon receiving information of this action the petitioner sent a communication to the board complaining that such action was unlawful since it in effect displaced him from the position of principal of the evening high school without the preferment of charges against him, and without giving him a hearing on such charges. The petitioner alleges that the said communication was placed on file and that the board refused to grant him a hearing in respect to his displacement.

The petitioner appeals from the act of the board in appointing another person as principal of the evening high school and the further act of refusing to grant him a hearing.

There is no material dispute as to the essential facts in this case. The respondents do not deny that the appellant had occupied the position of principal of the evening high school continuously from 1900 to the end of the term of the evening schools in the city of Albany in the year 1911, and that the appellant had been displaced from such position by the appointment of another teacher without charges being preferred against him and without a hearing. The respondents insist that they were legally authorized to designate any competent teacher as principal of such school, and that their right in this respect was not limited in any way by the statute or by

rules of the State Education Department or the department of public instruction of the city, applicable thereto, and they further contend that the appellant was not entitled as of right to an opportunity to be heard in defense of charges preferred against him preliminary to his removal.

This brings us to the sole question in the case, namely, is the principal of the evening high school of the city of Albany within the provisions of section 245 of the second class cities charter of 1898, as inserted by Laws of 1902, chapter 560? This section necessarily controls the disposition of this case and is therefore inserted here in full:

§ 245 All assistant teachers shall be appointed for a probationary period of one year, at the expiration of which term, unless satisfactory evidence of incompetency is submitted by the superintendent, the probationer may be elected by the board. Thereafter such teacher shall hold the position during good behavior and shall be removable only for cause, after a hearing, by the affirmative votes of a majority of the board. All probationary appointments shall be made from the head of a merit list, upon which the names of all eligible candidates for appointment as assistant teachers shall appear in the order of their rank in scholarship and qualifications for teaching; and it shall be the duty of the board to prescribe by rules not inconsistent with the laws of the State the means of determining such rank in scholarship and qualifications. All principals shall hold their positions during good behavior and shall be removable only for cause, after a hearing, by the affirmative votes of at least a majority of the board.

Appointments of teachers in the night schools of the city of Albany have not, since the passage of this statute, been made for probationary periods, nor from merit lists as required in the day schools. Such teachers have never been permanently appointed during good behavior, and they have been changed at the will of the board. So far as appears from transactions of the Department, having to do with night schools in other cities of the State, such schools are not deemed subject to the same regulations in respect to the employment and dismissal of teachers, as day schools, except in those cities whose charters contain special provisions recognizing night schools as a part of the established public school system of such cities. It seems therefore that the school authorities of the city of Albany, and of other cities, which are subject to the same act, have never considered the section above quoted as applicable to teachers in the night schools. The rule is frequently applied and seems applicable here that, "The practical construction given to a doubtful statute by the department or officers whose duty it is to carry it into execution, is entitled to great weight, and will not be disregarded or



overturned except for cogent reasons, and unless it is clear that such construction is erroneous." (Lewis-Sutherland on Statutory Construction, 2d Ed. § 474; *People ex rel. Williams v. Dayton*, 55 N. Y. 367, 368.) Under this rule we must give weight to the interpretation placed upon the statute in question by the board.

The Constitution (article IX, section 1) provides that "The Legislature shall provide for the maintenance and support of a system of free common schools, wherein all children of the State may be educated."

This provision preserves to the children the privilege of education in "free common schools" which are required to be maintained for the purpose. Night schools are "free to all persons residing in the district or city" (Education Law, section 311); they are not maintained exclusively for the children of the State, and are not therefore within the common school system of the State as recognized and required by the Constitution. Such schools are maintained, if at all, as an incident to, but not as an essential part of, the common school system.

Night schools differ in many respects from the schools maintained as a part of the required school system. They are maintained for the benefit of those who are not compelled or who are not able to attend the public schools. The instruction therein is of a special character and not limited to any uniform standard. The period of instruction is comparatively short. The work done therein frequently requires teachers of expert knowledge who may not be possessed of credentials qualifying them to teach in the regular public schools. It is often necessary, as is the custom in the city of Albany, to make requisition upon the regular staff of public school teachers to perform services in such schools. In view of all these circumstances it would seriously inconvenience a board of education in the maintenance of night schools to require the board to appoint teachers therein for probationary periods from merit lists, and to retain them permanently during good behavior.

There is no reference in chapter 560 of the Laws of 1902 to the establishment and maintenance of night schools. It is obvious that such act refers to public instruction as afforded by the public schools of the city maintained as required by the Constitution. The section relating to the employment and removal of principals and teachers was not intended to apply to night schools. Teachers in such schools may be appointed without regard to such section, and it must also be held that principals of such schools may be displaced by the appointment of others without a hearing.

A board of education is authorized but not required to establish and maintain night schools. The board is thus given discretionary power to determine whether such schools shall exist. Such board must be given a wide discretion in determining how such schools shall be maintained, and the teachers who are to be employed therein. In the absence of some statutory provision limiting the power of appointment or removal it will be presumed that the board, in the exercise of such power, has acted fairly and for the best interests of such schools. This presumption may, of course, be overcome by evidence of unfair treatment on the part of the board as, for instance, the arbitrary and unreasonable termination of the employment of a teacher during the term for a cause which unjustly reflects upon the ability or character of the teacher. But in this case the appellant knew some months before the commencement of the term of the evening high school that another teacher had been designated as principal of such school. He had filled that position for eleven years, and during such period he had also acted as principal of public school 21. He was not appointed for a fixed term, nor was his appointment to continue permanently during good behavior. He has not been unfairly treated by the board's expression of its preference for another teacher as principal of the evening high school.

Moreover the contention of the appellant leads to an inconsistency if not an absurdity. If upheld it would require that the principal of school 21 and of the evening high school should be one and the same person so long as the appellant would continue principal of school 21, and it would either make the evening high school an attachment of school 21, or the latter an attachment of the former, or it would merge the two. Such a result is unthinkable and is not intended by the Education Law.

The appellant is well known to the Commissioner of Education as a worthy school principal who has given long and efficient service to the Albany schools, but his claim of right to hold the principalship of an evening school under the provisions of the Education Law protecting the tenure of teachers in the common schools is an unfortunate mistake of judgment which can not be sustained.

The appeal is dismissed.

## 42

In the matter of the petition of Cornelius F. Cunningham for the removal of Harry Williamson and Lewis Funda, as trustees of school district no. 14, town of DeWitt, Onondaga county.

**Removal of member of board of trustees; proof of wilful violation of law or neglect of duty.** A school trustee will not be removed from office by the Commissioner of Education unless there is sufficient proof that such trustee has wilfully violated the law or has wilfully neglected some duty imposed upon him by statute. An illegal act committed by a trustee without wrongful intent will not in itself justify the removal of the trustee. The Commissioner will not exercise the power of removal in the absence of some proof showing wilfulness either actual or implied. A failure to notify members of a board of trustees of a proposed meeting is not cause for removal.

**Members of a board of trustees may not secure removal of trustee for act in which he acquiesced.** Where it appears that the petitioner was a member of the board of trustees and as such participated in the payment of another member of the board for services under a contract, he can not, after his term has expired, begin proceedings for the removal of his cotrustee from office. A contract with a member of the board of trustees for the performance of work and the furnishing of material for the district, is invalid; but if it appears that the trustee in making the contract was ignorant of the law and had no wilful intent to do wrong such contract would not be cause for his removal in the absence of fraud or collusion.

Decided January 29, 1912.

Olmsted, Van Bergen & Searl, attorneys for petitioner

Costello, Burden, Cooney & Walters, attorneys for respondents

The petitioner herein, Cornelius F. Cunningham, was one of the three trustees of school district no. 14, town of DeWitt, county of Onondaga. His term expired July 31, 1911. He seeks the removal from office of the two other trustees who served with him on the board for the year ending at such time. The petition was filed in this office on August 18, 1911.

All the acts alleged as cause for the respondents' removal occurred during the school year ending July 31, 1911. Many of these acts were committed in August and September 1910, nearly a year before these proceedings were instituted. It does not sufficiently appear why the petitioner did not protest against the alleged illegal acts of which he now complains, at an earlier time, and thus prevent a continuance of such acts. The respondents do not insist upon taking advantage of the technical defect in the practice, but seem desirous of having the charges disposed of on the merits.

The law provides that a school trustee may be removed by the Commissioner of Education whenever it shall be proved to his satisfaction that such trustee "has been guilty of any wilful violation or neglect of duty under this chapter, or any other act pertaining to common schools."

There must be proof satisfactory to the Commissioner of Education that a trustee has "wilfully" violated the law, or has "wilfully" neglected some duty imposed upon him by statute before the Commissioner will exercise the power of removal. An illegal act committed by a trustee without wrongful intent will not of itself result in the removal of the guilty trustee. "Wilfulness" is an essential part of the offense justifying removal, and in the absence of some proof showing wilfulness, either actual or implied, the Commissioner should not exercise the power conferred upon him.

The evidence submitted by the parties hereto must be viewed in the light of these principles. The petitioner first complains of the failure of the respondents to give him notice of meetings of the board, and alleges that meetings were held at which important business was transacted of which he received no notice. It does not appear when these meetings were held. The respondents allege that stated meetings were customarily held on the fourth Thursday of each month, of which no notice was given to any of the trustees; that special meetings were held from time to time, of which the petitioner received personal notice; that the petitioner attended many of these meetings and failed to attend others because of business engagements. Minutes of the meetings of the board are annexed to the respondents' answers, which show in a crude way the business transacted by the trustees, and it appears therefrom that the petitioner was present and presided at some of these meetings.

There is no law which makes it the duty of a trustee to notify the other trustees of proposed meetings. The only result of a failure to notify the members of a board of trustees of a proposed meeting would be to nullify the acts of such meeting, provided a proper proceeding were instituted before the Commissioner of Education, to set aside such acts, within the time prescribed by the rules of practice relating to appeals. There is no evidence that the respondents wilfully failed to notify the petitioner of meetings held by them. It must be held that this charge made against the respondents is not sustained.

The next charge made by the petitioner is that the respondents, at a meeting of which the petitioner had no notice, illegally raised the salary of one of the teachers in the school. The petitioner does not state when the meeting was held, nor how much the salary of such teacher had been increased. The respondents insist that the petitioner was present at a special meeting of the board, at which it was agreed to advance the teacher in question to a place made vacant by the resignation of another teacher, at an increase in salary for the balance of the year from \$40 to \$50 a month. This occurred according to the affidavits of Messrs Williamson and Funda, at some time between December 15, 1910, and January 19, 1911. At this latter date a regular meeting, called by the petitioner, was held at which a motion was made and carried to pay the teachers their monthly salaries which included the additional salary to the teacher in question. There is nothing in the case indicating that the respondents are guilty of any violation of law or duty in voting to increase the salary of this teacher. They had the right to increase the amount agreed to be paid under the contract, if in their judgment her services were worth the additional amount. The acts of the respondents in respect to the salary of the teacher are in no sense illegal and do not warrant removal.

The only other alleged wrongful acts of the respondents consist of their becoming parties to contracts for the furnishing of material and the performance of labor for the district in and around the schoolhouse. The petitioner alleges that the respondent Williamson, who was a contractor and builder, constructed walks and steps in the front and rear of the school building and did other work around such building, for which he was paid the sum of \$130.45. He also alleges that Williamson constructed a new cement blackboard in the school building for which he was paid the sum of \$22.53. The respondents insist that the petitioner had full knowledge of these contracts, and did not object to the work being done by the respondent Williamson. There is conflict in the evidence in this regard. It is apparent however that the petitioner took no action to prevent the work being done by Williamson, nor has he made any effort to prevent the payment of the cost of the work or to recover the amount paid. He must have known that this work was being done; he was present at the meeting of the board when the treasurer reported that payment had been made, and there is no record of a

protest on his part. The papers show that this work was done and paid for in August and September 1910, nearly a year before these proceedings were instituted. It is thus very apparent that the petitioner has some other motive in view in alleging these acts as grounds for removal, than the protection of the interests and welfare of the district. He served many months as trustee after these payments were made. His duty as trustee was to protect the district from the alleged illegal acts. He failed to perform this duty, but apparently acquiesced in the payments made to his cotrustees. He may not now, after the expiration of his term as trustee, set up these acts as grounds for the removal of his cotrustees.

It must be conceded that these respondents acted illegally in entering into contracts with the district for the performance of work and furnishing of material for the district. These contracts were invalid and payments thereunder were unauthorized. But it is not alleged or proved in any way that the respondents acted wilfully in making such contracts and in accepting payment thereunder. They insist that they were ignorant of the law prohibiting trustees from being directly or indirectly interested in contracts made by them in behalf of the district. Ignorance would not affect the validity of their acts, but it may affect the wilfulness of the violation of duty. Without wilfulness there is no ground for removal. I am not satisfied by the proof submitted that these respondents have been guilty of wilful misconduct, and therefore the petition must be dismissed.

Petition dismissed.

#### 47

In the matter of the appeal of Cyrus W. Shaw and other taxpayers, from the action of George W. Flood in condemning the schoolhouse in district no. 1, town of Cornwall, Orange county.

#### **Condemnation of school building; circumstances justifying revocation.**

An order was issued by a school commissioner condemning a school building as "unfit for school purposes and not worth repairing," and specifying \$12,000 as the amount required for a new building. The law authorized the special meeting to reduce this amount to \$9000, but the meeting voted against the appropriation of this amount and subsequently an adjourned meeting voted to appropriate \$6000. The district was willing to appropriate a reasonable amount for a new building but claimed that the amount called for by the order was

excessive. It was held that the order should be revoked and the district be directed to provide a reasonable sum for the erection of a new school building.

Decided February 2, 1912

This appeal is brought by resident taxpayers of school district no. 1, town of Cornwall, county of Orange, from the action of the school commissioner, George W. Flood, in condemning the schoolhouse in such district, and specifying the sum of \$12,000 as the amount required for a new school building. The appellants allege that this amount is excessive and that a tax levied for the construction of so expensive a building would be burdensome. It is admitted that the present schoolhouse is inadequate and that either the present school building should be enlarged and repaired, or a new building erected. A special meeting was called to vote on the question of erecting a new building. A resolution appropriating \$9000 for this purpose was defeated. The meeting adjourned and when convened voted an appropriation of \$6000 to build a new school building. No action appears to have been taken to carry into effect the resolution adopted at this meeting. This meeting was held July 19, 1911, and the order of condemnation was executed by School Commissioner Flood July 17, 1911. This appeal was not brought until more than two months after this date, but the situation was such as to excuse the delay in bringing the appeal. There is no answer to the petition, so that the laches of the appellant is not available as a defense. It does not appear that the trustee of the district has called a special meeting to act upon the order of condemnation.

The appellants insist that the district is willing to appropriate and expend a reasonable amount for the construction of a new building. There is no doubt of the needs of the district. The appellants do not complain of that part of the order which states that the present school building is "unfit for school purposes and not worth repairing." But it is insisted that the assessed valuation of taxable property in the district and the number of pupils of school age, do not justify the expenditure of so large a sum as \$12,000. This may be so. Under all the circumstances it seems advisable to give the district another opportunity to determine for itself how much shall be expended for a school building therein. The order of condemnation will therefore be revoked.

The district must, however, take immediate action with a view of providing sufficient school accommodations for the pupils of the district. Plans and specifications should be prepared and estimates made as to the probable cost of the construction of a new building or the repair or alteration of the old building. A special meeting must be called at an early date to make the necessary appropriations and to provide available funds by the issue and sale of bonds for the proposed improvement. If suitable action is not taken within a reasonable time the district superintendent will be directed to condemn the present building and require the district to erect a new building.

The appeal herein is sustained.

It is hereby ordered, That the order of School Commissioner George W. Flood, of the first school commissioner district of the county of Orange, condemning the schoolhouse in school district no. 1, town of Cornwall in such county, and certifying that \$12,000 will be necessary to erect a schoolhouse in said district capable of accommodating the pupils of said district, executed on the 17th day of July, 1911, be, and the same hereby is, revoked and annulled; and

It is hereby further ordered, That the trustee of the said district within sixty days after the filing of this order, shall, and he is hereby directed to, call a special meeting of the qualified electors of such district to vote upon a proposition for the erection of a new school building or the repair of the present building, and for the levy of a tax payable in one or more instalments to pay the cost of the construction of such improvement, and to take such action relative to the schoolhouse site as may be deemed advisable.

## 50

In the matter of the appeal of Calvin W. Hall and others from the action of the school meeting in union free school district no. 2, town of Dover, Dutchess county.

**Failure to report to town clerk names of district officers elected; Education Law, section 256.** A failure of a district clerk to report to the town clerk the names of members of a board of education elected at an annual meeting, as required by section 256 of the Education Law, does not disqualify them from holding the offices to which they were elected.

**Poll list; ballot box.** A poll list used at an annual meeting, prepared by the clerk as the names of the voters present were called by the chairman upon which he checked the name of each voter as he cast his



ballot, is legal. An election will not be set aside because a cigar box was used as a ballot box, where it was formally accepted by a vote of the meeting.

**Qualified electors; challenges.** A proposition to remodel and enlarge a schoolhouse was adopted by a vote of 54 to 43. It was alleged that fourteen of those who voted for the proposition were not qualified electors of the district. Only nine of these electors were challenged. Under the rule that only the votes of electors who were challenged may be thrown out, the proposition still received a majority of the votes cast and was legally carried. Six of the alleged disqualified electors swear positively that they possess qualifications entitling them to vote. In the absence of proof showing that these electors did not possess the qualifications claimed by them their votes can not be set aside. The proposition therefore received a majority of the votes cast. Decided February 3, 1912

R. J. Shadbolt, attorney for appellants

Everett M. Travis, attorney for respondents

It appears from the papers in this appeal that a special meeting was held in union free school district no. 2, town of Dover, Dutchess county, on the 14th day of August 1911, for the purpose of voting upon a proposition to expend \$5400 for remodeling and enlarging the schoolhouse in the district and \$600 for furniture and incidentals. This proposition was duly submitted and adopted by a vote of 54 to 43. The appellants complain of the action and proceedings of this meeting and ask that the adoption of the proposition be set aside and that a new meeting be called to vote upon such proposition.

The question is raised that the board of education was not legally elected and that the members thereof were not qualified to act. The alleged grounds of disqualifications are the failure to file with the town clerk a report of the election of the members of the board and the absence of any record in the office of the town clerk, showing when the terms of the several members began and terminated. The records of the district in the possession of the district clerk show these necessary facts. Section 256 of the Education Law makes it the duty of the district clerk to report to the clerk of the town the names of the district officers elected or appointed. A failure to comply with this requirement does not disqualify the officers from holding the offices to which they were elected or appointed. This contention of the appellants is untenable. The board had full power to call the meeting and its acts in respect thereto are not illegal because of this alleged disability of its members.

The remaining irregularities and illegal acts of the meeting consist of the alleged failure of the officers of the meeting to provide a suitable ballot box and to keep a proper poll list, and the reception and counting of votes cast by persons who were not qualified electors of the district. The minutes of the meeting contain a list of the names of the persons who voted upon the proposition. The clerk swears that he prepared a poll list of the qualified electors as their names were called by the chairman, and upon the completion of the list the chairman asked if there were others present entitled to vote at the meeting; that he checked the name of each person as he cast his ballot. The law does not specify the form and manner of preparation of the poll list used at a special meeting in voting upon an appropriation for improvements of school buildings. The list here used apparently contained the names of those who voted. The appellants have failed to show that it was kept fraudulently. The vote upon the proposition in question should not be nullified on this account.

The ballots were deposited in a cigar box, with part of a cover, ample in size to receive all the ballots cast. This ballot box was formally accepted by a vote of the meeting as appears from the minutes. The rights of the appellants do not appear to have been adversely affected by a use of this box. The vote should not be set aside on this account.

The minutes of the meeting show that 54 votes were cast in favor of the proposition and 43 against it. The appellants allege that 14 ballots were cast by persons who were not qualified electors of the district notwithstanding the objection of the attorney for the appellants. The respondents allege that only two of these fourteen voters were challenged when their votes were offered, and this allegation is supported by the affidavits of two persons. The attorney for the appellants alleges that at least nine of such voters were challenged, and that the other five alleged illegal voters were not challenged because it was not known at the time of the meeting that they were not qualified to vote. It has been frequently held that the votes of electors would not be thrown out on appeal unless such electors were duly challenged as they offered their votes. Applying this rule, and assuming that all the nine challenged electors were not qualified to vote, the result of the vote upon the proposition would not be affected by throwing out all the ballots cast by the electors challenged.

Conceding that the legality of the votes cast by the fourteen electors whose right to vote is contested, may be determined upon this appeal, there is not sufficient evidence adduced by the appellants to show that all of them did not have the right to vote. Mr and Mrs E. G. Reynolds are the parents of a child over five years of age who attended school in the district for more than eight weeks during the school year 1910 and 1911; Adolph Reimer swears that he owns taxable real property in the district purchased by him in March 1911; Mrs Mary J. Johnson swears that she was under contract for the purchase of taxable real property in the district at the time of the meeting; George Vincent was assessed for personal property in the district for \$200 in the year 1910-11 as appears from the affidavit of the collector of the district; Mrs Charles S. Wyman swears that she is the mother of three children of school age who attended school in the district for all the preceding school year. It thus appears that at least six of the fourteen alleged disqualified electors swear positively that they possess qualifications which make them qualified electors of the district. It must be held, in view of the positive sworn statements of these persons, that they had the right to vote and that their votes should be counted. If the other eight votes are thrown out as illegal the result would still be in favor of the adoption of the proposition.

The appellants have failed to establish irregularities of such a character as to warrant setting aside the act of the meeting in voting to appropriate the sum deemed necessary for the enlargement and improvement of the school building in the district. The proceedings of the special meeting must be sustained.

The appeal herein is dismissed.

## 51

In the matter of the appeal of Samuel N. Hawkins and others from proceedings of special meeting in school district no. 5, town of Brookhaven, Suffolk county.

**Minutes of meeting presumptively correct.** Where the minutes of a special meeting, attached to the respondent's answer, are full and apparently complete, and the chairman and clerk of the meeting swear that they are correct, they must be taken as presumptively correct, and the burden of proving them incorrect rests upon the appellant. This burden is only met by clear and convincing proof showing the particular respect in which they are incorrect.

**Notice of meeting; separate resolutions.** A notice of a special meeting stated that it was to authorize "the erection of a primary building at etc. and the erection of a new school building on the present site

etc. and raise therefor by tax on the taxable property of the district the sum of twelve thousand dollars." Held that this notice authorized the submission of two resolutions to the qualified voters present at the meeting, one for \$2,000 for the primary building and one for \$10,000 for the other building.

**Description of site selected.** A resolution which given the dimension of the lot to be dedicated or donated to the district and specifies the avenue where located and the names of the adjoining owners is sufficient.

Decided February 8, 1912

Theodore Witte, attorney for appellants

Ralph C. Greene, attorney for respondents

The petitioners are residents and taxpayers of school district no. 5, town of Brookhaven, county of Suffolk. A special meeting of the qualified electors of that district was held on the 27th day of July 1911 to act upon a proposition for the erection of a primary school building at Ronkonkoma, on a site to be dedicated to the district and for the erection of a new school building on the present site at Lake Grove, and to raise therefor by tax upon the taxable property of the district the sum of twelve thousand dollars. The meeting was held on the day appointed, and two propositions were submitted, one for the appropriation of \$2000 for the erection of a primary school building at Ronkonkoma, and one for the appropriation of \$10,000 for a new school building on the site of the old building at Lake Grove. It appears from the minutes of the meeting that the first proposition was adopted by a vote of 64 to 46, and the second by a vote of 81 to 13.

The appellants allege a number of irregularities, many of which are trivial and some of which are worthy of consideration. There is considerable conflict of evidence as to the accuracy of the minutes of the meeting. The minutes attached to the respondents' answer are full and apparently complete. The appellants insist that they were made up after the meeting by the clerk without regard to memoranda or notes made by him at the meeting. It appears that the clerk signed these minutes as entered by him in the book kept for the purpose of recording minutes of district meetings. The clerk, the chairman of the meeting, and a person appointed by the meeting to assist the clerk swear that the minutes are correct. They must be taken as presumptively correct and the burden of proving them to be false rests upon the appellants. This burden is only met by clear and convincing proof showing the particular respect

in which they are incorrect. It is not shown that the list of persons who voted on these propositions, and the result of the vote thereon, as contained in the minutes, are incorrect. There is no doubt that the propositions inserted in the minutes were submitted actually to the voters present. The appellants have failed in other respects to prove by a preponderance of evidence that the minutes falsely state any material act of the meeting. It must be held from the testimony adduced that the minutes are substantially correct.

Complaint is made that the chairman of the meeting was not duly elected by the meeting and that there was much disorder and confusion preventing a proper consideration of the questions before the meeting. There may have been a failure to elect a chairman. The record is not clear upon this question. But in any event the chairman presided without apparent objection on the part of the appellants, and his official acts were acquiesced in by them and their supporters. It is not shown that the disorder and confusion were so great as to prevent the proper expression of the will of the electors present. Neither of these alleged irregularities is sufficient to justify a nullification of the proceedings of the meeting.

The notice of the meeting provided that the meeting was called "to authorize the erection of a primary school building at Ronkonkoma on a site to be dedicated to the district, and the erection of a new school building on the present site at Lake Grove and raise therefor by tax upon the taxable property of the district the sum of twelve thousand dollars," etc.

A motion was made at the meeting to separate this proposition and submit two propositions, one for \$2000 for the Ronkonkoma primary school and one for \$10,000 for the Lake Grove school. This motion was carried and the two propositions were subsequently adopted. It is contended that this could not be done under the notice. This contention may not be sustained. The acts of the meeting carried into effect the purposes specified in the notice. This method of voting upon the questions for the consideration of which the meeting was called, gave the electors an opportunity to vote in favor of one and against the other, thus permitting more freedom of choice. It is in no way objectionable or illegal.

It is insisted that the resolution for the appropriation of the \$2000 for the erection of the primary school on a site to be dedicated or donated to the school district, is insufficient because of the fact that it does not definitely describe such site. The resolution gives the dimensions of the lot and specifies the avenue where located

and the names of the adjoining owners. This is sufficient to show where the site is located and is a substantial compliance with the statute.

The appellants allege that a number of persons voted for these resolutions who were not qualified electors of the district. They do not specify the grounds of the alleged disqualifications. It does not appear that the alleged illegal electors were challenged. Assuming that the persons named had no right to vote and that therefore their votes should be thrown out, the result would not be changed. There were still a sufficient number of legal votes cast to pass the resolutions.

A number of other irregularities are specified. None of them is of such a character as to affect the validity of the proceedings of the meeting and they should be disregarded. The meeting was largely attended. The electors present were enabled to express their views on the questions submitted. A substantial majority was in favor of such questions. The will of the majority should not be overthrown because of defects and technical irregularities not affecting the result as declared by the votes of the electors present.

The appeal herein is dismissed.

## 52

In the matter of the appeal of William T. D. Walker and Randolph F. Soper, from certain decisions made at a special meeting held in union free school district no. 7, town of Babylon, Suffolk county.

**Motion to vote by taking and recording ayes and noes.** Where the minutes of a meeting show that a motion made to vote upon a proposition for the erection of a new school building by taking and recording the ayes and noes was carried, the determination of the chairman as to the result of the vote on the motion is presumptively correct and, in the absence of evidence overcoming the presumption, will be sustained.

**Tellers on vote by taking and recording ayes and noes; persons voting to be recorded.** Tellers are not required, where the vote upon a proposition for the erection of a new school building is had by taking and recording the ayes and noes. If, after a number of persons have voted and their names are recorded by the clerk, a question is raised as to the appointment of tellers and such tellers are appointed, the votes of the electors who voted prior to the appointment of such tellers should be counted as recorded by the clerk. The action of the meeting will not be set aside because the officers of the meeting

made use of the names of those recorded by the clerk in determining the result of the vote, in view of the fact that the persons so recorded were present at the meeting, and actually voted on the proposition.  
Decided February 16, 1912

Leroy M. Young, attorney for appellants  
Haff & Farrington, attorneys for respondents

This appeal is brought by William T. D. Walker and Randolph F. Soper, qualified electors of union free school district no. 7, town of Babylon, county of Suffolk, from the acts and proceedings of a special school meeting held in such district on the 5th day of September 1911. Two of the three members of the board of education have answered the petition of the appellants. Numerous affidavits have been presented by the parties. The matters alleged therein are complex and conflicting, and it has been difficult to arrive at a confident conclusion as to the questions involved.

The meeting was called for the purpose of voting upon the selection of a site and the erection thereon of a new school building at a total expenditure of \$2200. The minutes of the meeting attached to the respondents' answer, show that the proposition for the erection of a new building and appropriating \$2000 therefor, was adopted by a vote of 46 to 40 and the vote for the selection of a new site and appropriating \$200 therefor was adopted by a vote of 45 to 10.

The appellants complain of certain irregularities in the conduct of the meeting and allege that they materially affected the result of the vote upon these propositions. They insist that the chairman of the meeting erred in his decision that the motion to the effect that the vote on each proposition should be by taking and recording the ayes and noes had been carried. The chairman and two of the members of the board allege that this motion was voted upon by uplifted hands and that a substantial majority voted in favor thereof. The minutes show that the motion was adopted. The appellants allege that an appeal was taken from the chairman's decision which he refused to entertain. He may have erred in this; but the presumption is that his determination as to the result of the vote on this motion was correct. The burden is upon the appellants to overcome the presumption which they have failed to do. The appeal may not be sustained on this ground.

It appears from the affidavits that after this motion had been decided the meeting proceeded to vote on the proposition for the

erection of the new school building. The names of the voters present were called by the chairman and recorded, with the way in which they voted, by the clerk of the meeting. Some question was then raised as to the necessity of having tellers. It was decided that tellers should be appointed. The voting then began again, and the sheet containing the names and votes of seventeen electors was laid aside. There is conflict in the testimony as to the use made of the sheet containing these names. The appellants insist that it was understood that the names were not to be used, and that the names on the sheet were counted "thereby merging the two votes, instead of one." It is not clear whether the appellants intend to give the impression that their names were counted twice. They do not expressly allege this fact. It would seem from the evidence contained in the supporting affidavits that their only complaint was that the sheet containing the names was used by the clerk in indicating the way in which the persons named therein had voted. In regard to this the appellants allege in their reply:

That at this time (after the appointment of tellers) the paper containing the names of the seventeen persons was laid aside; that thereafter a new account or record was kept of those who voted for or against the proposition; that more than two of the parties who were among the seventeen persons above referred to (on the list) had left the meeting prior to the completion of the second vote; that thereafter the chairman announced that any of the seventeen voters who cared to change their votes might do so, and at least three persons changed their votes; and thereafter the other names on the said paper were made use of and persons were given credit for having voted upon the proposition who had left the room and returned to their homes prior to the time that the chairman made his announcement regarding the first seventeen votes.

This is the appellants' story and is only disputed by the statement of the respondents that the two persons named on the sheet who had left the meeting were sent for and returned in time to state to the tellers how they desired their votes to be recorded. This divergence of testimony is not very material. There is nothing in the appellants' statements indicating that there was reversible error in permitting the sheet containing the record of the votes of the first seventeen persons whose names were called, to be used in determining how such persons voted. The law does not require tellers to be appointed when the vote is by taking and recording the ayes and noes. This is the duty of the clerk. The persons who voted prior to the appointment of tellers were entitled to have their votes counted regardless of any statement which may have been made



by the chairman of the meeting. The action of the meeting should not be set aside because the officers of the meeting made use of the names on the sheet referred to, in view of the fact that the persons named thereon were present at the meeting, and actually voted upon the proposition.

The only other material question involved pertains to the qualifications of voters. The appellants allege "that eight or more of the persons who voted upon the proposition to raise the money aforementioned were not duly qualified electors of the said school district." The respondents deny this and insist that since none of them were challenged the question may not now be raised on appeal.

The rule is well established that electors who voted at a school meeting without challenge will be deemed to have been qualified in the absence of proof showing that challenges were not prevented by the acts of the officers of the meeting or of the other electors present. This rule must be applied in this case. The eight or more electors who voted on this proposition were not challenged. It must be held therefore that they were qualified electors. The appellants do not produce conclusive evidence showing that the persons named by them were not qualified electors. Proof of disqualification must always be positive and sufficient to overcome the presumption existing in favor of qualification. The respondents have produced testimony showing that many of the electors alleged to be disqualified possessed the necessary qualifications. There is not sufficient proof in this case to show that enough disqualified electors voted upon either of the propositions to change the result. It follows therefore that the acts of the meeting in adopting the propositions submitted may not be set aside because of the alleged disqualification of electors who voted upon such proposition.

Some question has been raised as to the convenience of the site selected for the new school building. A large majority of the persons present at the meeting voted in favor of the site selected. The appellants have not produced evidence showing that the site selected is an improper one. It is obviously impossible, in determining as to the selection of a site, to meet the wishes of all the people of the district. The selection made by a district meeting will not be interfered with upon an appeal unless it is clearly shown that the site is inaccessible to a considerable majority of the pupils of the district who are to be served by the building to be erected upon such site. For the reasons stated the appeal must be dismissed.

Appeal dismissed.

## 54

In the matter of the appeal of Roy Leon Smith from the act of the board of education of union free school district no. 9, town of Hempstead, county of Nassau, dismissing him as principal of the high school in such district.

**Dismissal of teacher for offensive letter to board of education.** Where a principal of a high school in a union free school district having a superintendent of schools, writes an offensive letter to the board of education of the district, in refusing an appointment to a vacancy in the office of superintendent, the board is justified in dismissing the principal from his position.

Clock & Seaman, attorneys for appellant  
Gillen & Weller, attorney for respondents

The appellant herein was principal of the high school at Freeport union free school district no. 9, town of Hempstead, county of Nassau. He appeals from the action of the board of education of such district in dismissing him from his position.

The district had been in turmoil for several months because of grave allegations of misconduct made against the superintendent of schools. The board of education investigated these allegations and subsequently adopted unanimously a resolution that the matter should be dropped and the superintendent retained in his position. The charges were thereafter examined by the school commissioner and an order was issued by him annulling the superintendent's certificate. Upon appeal to the Commissioner of Education this order was affirmed. The people of the district were divided in opinion as to what should be done. The board of education investigated the matter conscientiously and acted according to its best judgment. The papers in this appeal and the record in the appeal from the order of the school commissioner show that the board acted in good faith and attempted to settle the matter for the best interests of the district.

Under such circumstances the office of superintendent of schools became vacant and the board of education tendered the position to the appellant, who thereupon wrote a letter declining the same which was in language thoroughly disrespectful to the board and wholly incompatible with further official relations between the board and appellant. The reason for this letter appears in the fact that the appellant disagreed with the action of the majority of the board of education upon the charges against the former superintendent.

The board was well aware of this disagreement when it tendered him the position of superintendent. Instead of writing an offensive letter, subversive of all discipline in the school system, he should have accepted the position or declined it in a courteous manner. In the circumstances of the case there was abundant reason for the board to remove him from its service, and it was either obliged to do so or permit its management of the schools to be set completely at naught by one of its employees. The appeal must therefore be dismissed.

Appeal dismissed.

### 59

In the matter of the appeal of Jennie L. Andrus from the action of Frank Knapp as trustee of school district no. 7, town of East Fishkill, Dutchess county.

**Contract with teacher by de facto trustee.** Where a person receives only three of the six votes cast for candidates for the office of trustee at an annual meeting he is not legally elected trustee. But if he is declared elected and the meeting adjourned without another ballot it will be presumed that the meeting acquiesced in his election and he will be the *de facto* trustee of the district. A contract with a teacher, made by him in that capacity, is valid.

**Letters offering and accepting position as teacher constitute contract.**

The offer and acceptance of a position as teacher, contained in a letter from a trustee addressed to a teacher, and accepted by her in a letter to the trustee, constitute a valid contract to teach for the term specified in the trustee's letter, at the price mentioned therein.

**Specific performance of teacher's contract; action for damages will lie in courts.** The Commissioner of Education will not order a trustee to carry out the terms of a contract made by his predecessor with a teacher, where it appears that the teacher may recover damages for a breach of the contract. Such damages are not a proper subject of an appeal under the Education Law, but must be recovered in an action brought in a proper court.

Decided April 3, 1912

Charles F. Cossum, attorney for appellant

Daniel A. Dugan, attorney for respondent

The appellant, Jennie L. Andrus, alleges that she made a contract with Edward B. Stringham who was declared elected trustee of school district no. 7, town of East Fishkill, county of Dutchess, to teach the school in such district during the school year beginning August 1, 1911, at the annual meeting in May. She further alleges that when she presented herself at the schoolhouse on the first school day, September 5, 1911, Frank Knapp, the trustee of said

district who had been elected to fill a vacancy caused by the resignation of Mr Stringham, prevented her from entering the school-house and ordered her away. She has been ready at all times since such time to perform the duties called for by her contract, and asks that the said trustee be directed to place her in charge of the school in the district, and that the present trustee pay her for the time that she has been prevented from fulfilling the contract at the rate specified therein.

The first question raised concerns the authority of Mr Stringham to make the contract with the appellant. It appears that only six qualified electors were present at the annual meeting and voted for the several candidates for the office of trustee. Three of these electors voted for E. B. Stringham, two voted for Walter Schofield, and one for Frank Knapp. The respondent alleges that the meeting adjourned without electing a trustee. The appellant alleges that Mr Stringham was declared elected to the office of trustee at the annual meeting in May. The minutes of the annual meeting are not annexed to the papers, but it is not denied that Mr Stringham only received three of the six votes cast. The law provides that "the chairman shall declare to the meeting the result of each ballot, as announced to him by the inspectors, and the persons having the majority of the votes, respectively, for the several offices, shall be elected." [Education Law, section 227, subdivision 3.] The meeting should have taken another ballot but instead, adjourned. Mr Stringham was not legally elected trustee, but this fact could only be determined upon an appeal taken as provided by law. The presumption is that the electors present acquiesced in the declaration of the result of the vote. No one objected to the adjournment of the meeting without another ballot. Subsequently the question arose as to the legality of Mr Stringham's election; the school commissioner advised with the parties interested and attempted to settle the dispute; Mr Stringham resigned and a special meeting was held June 22, 1911 to fill the vacancy. At such meeting Frank Knapp was elected trustee. It is alleged by a number of persons in support of the respondent's position that they heard the chairman of the special meeting ask Mr Stringham if he had contracted with a teacher. It seems to have been recognized by the meeting that he, Mr Stringham, had the legal right to contract with a teacher. In view of all the facts in the case it seems clear that Mr Stringham was acting as *de facto* trustee when he negotiated with the appellant for her services as teacher of the school in the district. The annual meeting adjourned without further balloting for the office, and no

effort was made to prevent his assuming the duties of his office. Under these circumstances the appellant was justified in assuming that he had the legal right to contract with her. He was in office under color of title, and the appellant must not be made to suffer by the failure of the annual meeting legally to elect a trustee. It must be held that Mr Stringham could legally bind the district by a contract with a teacher prior to the date of his resignation.

The respondent urgently insists that Mr Stringham failed to present the contract with the appellant to the special meeting although requested to do so. Mr Stringham asserts that he was prepared to state the transactions had with the appellant, but he was not permitted to do so. All this is immaterial so far as the rights of the appellant are concerned. If she had a contract to teach the school in the district, it may not be adversely affected by the former trustee's failure to disclose the terms of the contract to the special meeting. The alleged contract consists of a letter written by Mr Stringham on May 3, 1911, offering the position of teacher in the district to the appellant for a term of forty weeks at \$11.50 a week. This offer was accepted by the appellant by letter written May 6, 1911 in which she states: "Your letter reached me a day ago. I appreciate very much the kindness of your offer, which I will accept on the terms mentioned." This offer and acceptance constituted a valid contract to teach the school in the district for a term of forty weeks, at the price mentioned, to begin at the time specified by the trustee of the district.

Assuming that the contract is valid, the appellant seeks to be installed in the position which she was employed to fill. This remedy necessitates an order directing a specific performance of such contract. Such remedy is equitable in its nature and pursuant to the practice which has always been observed in the determination of appeals by the Commissioner of Education, equitable principles must be applied in affording relief. The case under consideration is much the same as the appeal of Keller, decision no. 5486, 1910, where the appellant sought to compel the board of education of union free school district no. 1, Schroon, Essex county, to reinstate him as principal of the school in that district, and to pay him for the time lost. The decision rendered in that case will, if followed, be conclusive upon the rights of the parties in this case. It was said in that case:

It is well settled that one party to a contract can not make a specific performance of such contract by a suit in equity, unless it appears that a legal remedy by way of damages is inadequate, and that without

specific performance irreparable injury will be done him. Teachers' contracts should not be subject to any other limitations or regulations than other contracts. (Appeal of Mapes, no. 3722 (1888).) If the appellant has a legal contract which the respondent refuses to recognize he is entitled to damages against the district for a breach thereof. The extent thereof is not shown by the papers in this appeal. Such damages are uncertain in amount, depending upon facts which are not yet established. The determination of such damages is not a proper subject of an appeal under the Education Law. The appellant has his remedy by an action in the courts to recover damages for the breach of the alleged contract. It has been frequently decided that if the only basis of an appeal is a breach of contract of employment of a teacher by a board of education or trustees, the Department will not interfere (Matter of Hall, no. 3797 (1889); Matter of Tillotson & McNeely, no. 3768 (1889); Appeal of Albro, no. 3716 (1888); Matter of Helmer, no. 4263 (1894); Matter of Benedict, no. 4226 (1895); Matter of Moynahan, no. 4744 (1889). In all such cases the parties should submit their controversies to the courts for determination.

The language here used and the principles stated are applicable to the case under consideration. The appellant has been damaged by the violation of her contract by the respondent. The papers do not state facts upon which a determination as to the amount of such damages may be made. The Education Law in providing for appeals from actions of trustees permits the Commissioner of Education to determine the validity of the official acts of trustees, but does not prescribe procedure for ascertaining damages for breach of a teacher's contract. Under these circumstances the appellant must prosecute her claim for such damages in a proper court. It is necessary therefore to dismiss the appeal without prejudice to either party as to the claim of damages for violation of the contract which it is herein found to have existed between the appellant and the district.

The appeal herein is dismissed.

## 60

In the matter of the equalization of the assessments of the real property embraced in union free school district no. 1, towns of Jay, Essex county, and Black Brook, Clinton county.

**Jurisdiction of Commissioner of Education in respect to equalization of assessed valuation.** The Commissioner of Education has jurisdiction under section 881 of the Education Law to entertain an appeal by a taxpayer from the determination of supervisors of towns in equalizing the assessed valuations of taxable real property in the parts of such towns embraced in a school district. Such determination may be set aside or confirmed on appeal.

**Determination of supervisors; effect thereof.** Supervisors in making a determination under section 414 of the Education Law as to the equality of the assessments of real property in such district located in two or more towns act semijudicially. It will be presumed that they act in good faith and that their determination is based upon an accurate conclusion as to the value of the property. They must be left free to act according to their best judgment based upon information which they may obtain as to the respective values of the property. Their determination should not be set aside and the opinion of the Commissioner of Education substituted in place thereof, unless the proof is very clear and convincing that they have discriminated against one town in favor of others, and unless such proof is sufficiently specific to enable the Commissioner to determine the precise extent of the inequality between the valuation of real property in the several towns.

Decided April 9, 1912.

Dudley & Brewster, attorneys for appellants  
John H. Booth, attorney for respondents

This appeal is brought by the taxpayers of union free school district no. 1, towns of Jay, county of Essex, and Black Brook, county of Clinton, from the determination of Raymond T. Kenyon and Thomas G. Ryan, the supervisors of said towns, and J. L. Burke, supervisor of the town of Saranac, acting as a board to equalize the valuation of real property in such towns of Jay and Black Brook, and within the boundaries of said district.

It appears that the appellants sought to secure the equalization of the assessed valuation of the taxable real property in these two towns by submitting to the supervisors thereof a notice in writing, duly signed and verified by them, requesting them to meet at the time and place specified therein, "to inquire and determine whether the valuation of real property upon the several assessment rolls of said towns, is substantially just as compared with each other." R. T. Kenyon, supervisor of the town of Jay, and Thomas G. Ryan, supervisor of the town of Black Brook, met pursuant to such notice on the 25th day of August 1911, and after making due inquiry were unable to arrive at a determination as to whether or not the assessments of the taxable real property in such towns were relatively equal. At an adjourned meeting held September 8, 1911, the supervisors of these towns selected J. L. Burke, supervisor of the town of Saranac, county of Clinton, to unite with them in the proceeding, and the three supervisors met September 12, 1911, and again on September 15, 1911. Mr Burke, the third supervisor selected to act with the other two supervisors, joined with Mr Ryan, the

supervisor of Black Brook, and signed a determination by which it was found, ascertained and determined that the valuation of real property upon the several assessment rolls of the towns of Jay and Black Brook, embraced in union free school district no. 1, is substantially just as compared with each other. All of these proceedings were instituted and maintained under section 414 of the Education Law.

The appellants complain of this determination and insist that the real property in Black Brook is assessed at a much lower rate of valuation, to the end that the taxpayers in Jay are required to pay much more than their just proportion of the school taxes of the district. The jurisdiction of the Commissioner of Education to entertain and determine this appeal has been questioned. It has been insisted that the determination of a majority of the supervisors is final and conclusive upon the parties interested, and that the failure to provide expressly in the statute for an appeal from such determination precludes a review thereof by the Commissioner. This contention is not sustainable. Section 880 of the Education Law provides for an appeal by any person conceiving himself aggrieved, among other matters (subdivision 7) "by any other official act or decision of any officer, school authorities, or meetings concerning any other matter under this chapter, or any other act pertaining to common schools." The equalization of assessments of taxable real property in the parts of two or more towns embraced in a school district is the "official act" of an officer under the Education Law, and is clearly subject to review by the Commissioner of Education. It has been ruled by Superintendents of Public Instruction that the determination of supervisors as to the equality of such assessments could be set aside or affirmed upon appeal. The theory of the law relating to appeals to the Commissioner of Education, and the practice thereunder, demand the exercise of appellate jurisdiction whenever a case is properly submitted involving such a determination.

The disposition of this case on its merits is a matter of much greater difficulty. Before disposing of it a few general principles applicable to equalization of taxes should be noted. It must first be stated that the provisions of section 414 of the Education Law imposes upon the supervisors of the several towns, parts of which are embraced in a school district, the duty of determining as to the equality of the assessments of real property in such district, located in the several towns. This duty is semijudicial. It must



be presumed that these officers are men of intelligence; they are chosen as business men to administer official affairs of importance to their towns; their knowledge of real property values in their respective towns is specially recognized by the above section of the Education Law in making it their duty to equalize such values; in any event if they act fairly and in good faith they will reach a more accurate conclusion as to such values than would be possible upon an investigation conducted either by the Commissioner of Education or his representatives, or after an examination of the affidavits submitted by the respective towns containing statements as to the value of particular parcels of real property. The Court of Appeals has passed upon the effectiveness of supervision or review of determinations made by the State Board of Assessors in equalizing values of real property in the several counties of the State. The Court, in the case of *People ex rel. Mayor v. McCarthy* (102 N. Y. 631, 642) makes the following statement:

Except for the provisions of the statute authorizing parties whose property is assessed to appear before the town, ward or city assessors, and make affidavit as to the circumstances and value of property assessed to them respectively, no provision is made for the hearing of such parties, by any of the administrative bodies engaged in perfecting the valuation of taxable property and it is to be implied by irresistible inference, therefore, *that the law contemplates that such bodies shall proceed in the performance of their duties upon their own knowledge, information and judgment*, and, so far as they may be deficient therein, that they will, in their own way, inform themselves of such facts as it may be necessary to know, in order to discharge their duties intelligently.

This statement is especially applicable to the equalization by supervisors where the controversy arises as to the taxable values of real property in portions of two or more towns in the same school district. Those officers must, for the most part, be left free to act according to their best judgment based upon information which they may obtain as to the respective values of such real property. As stated by the Court of Appeals in the above cited case:

Reasons founded upon the personal knowledge and experience of individuals, or conclusions reached by the exercise of their intellectual faculties, can not be recorded and reproduced in such a manner as to enable an appellate tribunal intelligently and fairly to review the correctness of their judgment. Inherent and insuperable difficulties exist, in the very experience of individuals, or conclusions are reached which render any appellate jurisdiction over their determination impracticable and ineffectual. There must, from necessity, reside somewhere the power of

making a final disposition of questions of value for the purposes of taxation, and the State has made the members of its board of equalization the ultimate determination of such value; and a court has not the power to substitute its own opinion for that of the tribunal specially authorized by law to form and declare one.

This opinion may not be regarded as an authority against the exercise of any jurisdiction by the Commissioner of Education on an appeal from the determination of supervisors as to the equality of values of real property in parts of towns comprising a school district. On the contrary, as already stated, such jurisdiction is expressly conferred upon him by statute. But the Court of Appeals has indicated very clearly, in its opinion in this case, the weight which should be given to the conclusions of officers reached by the exercise of intellectual faculties which they are recognized as possessing. The conclusions of town supervisors, acting under section 414 of the Education Law, from their character and method of acquisition, should not be set aside and the opinion of the Commissioner of Education substituted in place thereof, unless the proof is very clear and convincing that the supervisors have unfairly discriminated against one of the towns in favor of the others, and is sufficiently specific to enable the Commissioner to determine the precise extent of the inequality between the valuations of real property in the towns, parts of which comprise the school district. It necessarily follows that an appeal from the determination of supervisors equalizing such valuations will not be sustained unless it is established by the great weight of evidence that the supervisors did not act in good faith in making such determination, or unless it is clearly shown by a preponderance of evidence that gross error has been committed which will substantially injure the portion of the district affected thereby.

Applying these rules it must be held that the appeal is not sustained. The appellants have not shown that Mr Burke was prejudiced in his opinion as to the valuation of the real property in the two towns. He was called in, under the act, as an arbitrator, the supervisor of each of the towns agreeing to his appointment. In the absence of convincing evidence it must be assumed that he was disinterested and reached the conclusion he did in good faith, by the exercise of his best judgment, after due consideration of all the knowledge which he had acquired as to such valuations. There is not sufficient proof of intentional unfairness, on the part of the majority of the supervisors constituting the board.

The evidence submitted consists almost entirely of opinions of alleged experts as to values of real property situated in the parts of the two towns in the school district. Six witnesses have testified in behalf of each town, giving their opinion as to the value of a large number of parcels of real property with the assessed valuation of each. There is some disparity as to the values stated by the witnesses. It is probable that their estimates of value were affected somewhat by their interest in the controversy. But it must also be noted that it is natural for twelve men of ordinary business knowledge to differ in respect to property values. The six witnesses who testify in favor of the town of Black Brook are as worthy of belief as the six witnesses who testify for the town of Jay. If we take the values given by the witnesses for the respondent, the assessments of the real property is substantially just as compared with each other. The values as given by the witnesses for the appellants show that the town of Jay is unjustly used. There is no pronounced preponderance of proof in favor of the values attempted to be established by the appellants. They have failed to show that the determination of two of the three supervisors as to the equality of the assessments of the two towns is manifestly erroneous. I do not feel justified after a careful examination of the evidence, and the ably prepared oral and written arguments of counsel, in substituting my opinion for that of the supervisors as to the equality of these assessments.

The appeal is dismissed.

## 61

In the matter of the alteration of the boundaries of school districts nos. 4 and 8 of the town of Copake, county of Columbia.

**Alteration of the boundaries of school districts.** Where it appears that nearly all of a taxpayer's land is in one district and a small portion of it occupied by a tenant is in another district, the boundaries of the two districts may be changed so as to include all the land in one district, if the assessed valuation of the two districts is not materially altered and no particular burden is imposed upon either one of the districts by the change.

Decided April 11, 1912

E. C. Brown, appellant in person

John L. Crandall, attorney for respondents

On the 27th day of October 1911, the appellant, E. C. Brown, requested Frank R. Hathaway, school commissioner of the first school commissioner district of Columbia county, to alter the boundary lines of school districts nos. 4 and 8 of the town of

Copake in such county, by transferring from district no. 8 to district no. 4 a small parcel of land owned by him and occupied by a tenant who was employed in caring for his property located in district no. 4. The school commissioner notified the trustees of the two districts as to the proposed alteration and each of them refused to give his consent. Subsequently on the 8th day of November 1911, the school commissioner executed an order, under section 124 of the Education Law, altering the boundaries of the district as requested by the appellant without the consent of the trustees, such order to take effect March 1, 1912. The school commissioner thereupon gave notice of a hearing of the objections to such order which was held at Copake Iron Works on November 22, 1911. The several parties appeared at the time and place appointed, before the school commissioner and the supervisor and town clerk of the town of Copake. Evidence was received and after consideration of the same the board rendered a decision vacating the order of the school commissioner. The appellant appeals from this decision. The appellant does not apparently seek to have the small parcel of land owned by him in district no. 8 set off into district no. 4 for the purpose of securing the benefit of a lower tax rate. The value of the land in question is small, the school tax thereon for the year 1911 being \$1.53. It follows that the assessed valuation of the two districts will not be materially affected by the proposed order. It further appears that district no. 8 is much more populous than district no. 4. There are thirty or more pupils in attendance in the school in the former district and less than ten in the latter. Mr Nesley, the tenant now occupying the house on the land in question, has four children of school age. The proposed order would therefore benefit the school in district no. 4 while it would not materially affect the condition of the school in district no. 8. In view of these circumstances it is difficult to understand why the trustees of the two districts have so strenuously opposed the proposed alteration of the boundaries of such districts. It seems very clear that by increasing the number of pupils in district no. 4 a better school might be maintained with corresponding educational advantages to all the pupils therein, and at the same time no serious disadvantage would result to district no. 8.

It appears from the record that the appellant owns about five hundred acres in district no. 4 assessed at about \$40,000, and the tract in district no. 8, which he desires to have transferred, contains less than an acre and is situated immediately across the

highway from the appellant's land in district no. 4. The appellant insists that all this land should be placed in one school district, since it would be to his advantage to have his school taxes paid in one district, and to have the children of his employee attend the school in the district where such taxes are paid. He is naturally interested in the school which he supports and his request that the children of his employee occupying his tenant house should attend such school, is a reasonable one. This request should have been granted unless it appeared that the children of the appellant's tenant would be adversely affected, or the financial or educational interests of either of the districts would be injured. As already stated the districts would not be materially affected by the order. The parents of the children desired them to attend the school in district no. 4. Both schools are elementary schools, each with a single teacher. There was no question as to the efficiency of the teacher in either school. The school in district no. 4 was not crowded and the teacher therein had plenty of time to devote to the pupils in attendance, while in the other district the teacher had a much greater number of pupils under her care with less time at her disposal for individual work with the pupils. The school in the former district is more accessible to the children living in the tenant house of the appellant, but in either case the distance is not great and is not an important factor. The school in district no. 8 is open for forty weeks while the school in district no. 4 is open for only thirty-two weeks. This is, as contended by the respondents, a point in favor of the school in district no. 8. But it does not necessarily follow that the educational needs of the pupils are more satisfactorily met in that school than in district no. 4 where there are fewer pupils.

In view of all the circumstances the request of the appellant was a reasonable one and was properly granted by the school commissioner. The town clerk and supervisor should have affirmed the school commissioner's order. The decision of such officers vacating the said order must be set aside. The appeal is therefore sustained.

It is hereby ordered, That the order of Frank R. Hathaway, school commissioner of the first school commissioner district of the county of Columbia, dated November 8, 1911, altering the boundaries of school districts nos. 4 and 8 of the town of Copake, county of Columbia, by transferring from district no. 8 to district no. 4 all that piece or parcel of land owned by E. C. Brown,

situated in the former district, lying in front of and across the highway from the residence of the said E. C. Brown, is hereby ratified and affirmed, to take effect upon the filing of this decision and order in the office of the town clerk of said town of Copake.

62

In the matter of the appeal of Charles E. Smith from the action of the board of school directors of the second supervisory district of Nassau county.

**Election of district superintendent; notice of meeting of boards of school directors.**

Section 383 of the Education Law, as amended by chapter 607 of the Laws of 1910, requires each board of school directors to meet on the third Tuesday of August 1911 for the election of a district superintendent. The board having met on this day may adjourn its meeting for any good purpose. If it fails to elect upon the date appointed the meeting may be adjourned and it will be deemed to continue until the duty of election is performed. Where one of the directors knew that the meeting was to be held upon a certain day he is precluded from objecting to the action taken by the meeting on that day because of insufficient notice.

Decided April 17, 1912

John R. Vunk, attorney for appellant

Denton, Weeks & Smith, attorneys for respondents

The appellant herein is one of the two school directors of the town of Oyster Bay in the second supervisory district of the county of Nassau. Such district comprises the towns of Oyster Bay and North Hempstead. The board of school directors therefore consists of four members. This board met pursuant to law for the purpose of organization on the 16th day of May 1911, at which meeting John C. Baker was chosen chairman of the board and Eugene W. Denton, secretary. The board met for the election of a district superintendent on the 15th day of August 1911, but adjourned to meet at the same place on August 22, 1911, because one of the directors was absent. The meeting held at such time again adjourned to September 19, 1911; at the adjourned meeting held on this day a vote was taken resulting in a tie — two votes for James S. Cooley and two for Nelson Duesler. The meeting then adjourned "subject to the call of the chair." Mr Baker, the chairman, directed the secretary to call a meeting for November 21, 1911, which he did by sending notices to each of the directors. All the directors were present at this meeting and a vote was

taken which resulted in a tie as at the preceding meeting. On motion the board then adjourned subject to the call of the chairman. It does not appear that the appellant objected to this form of adjournment. Subsequently on December 28th the secretary sent notices to the members of the board, as directed by the chairman, for a meeting to be held December 30, 1911. All the directors attended this meeting except the appellant. Upon a ballot being taken, three votes were cast for Mr Cooley and the chairman thereupon declared him to be elected to the office of district superintendent of the district.

The appellant appeals from the action of this meeting in electing the respondent Cooley to the office of district superintendent and prays that the alleged meeting held on the 30th day of December 1911, be declared to have been null and void and of no legal effect. He alleges as grounds of the appeal that the board of school directors had adjourned *sine die* prior to the meeting held December 30, 1911, at which the respondent Cooley was elected district superintendent, and that at that time the board had completed its official duties and had no further jurisdiction of the matter. It is further insisted by the appellant that the alleged meeting was not held at the time fixed by the Education Law, and that the secretary of the board failed to give notice of such meeting as required by law.

Section 383 of the Education Law (subdivision 2) as amended by chapter 607 of the Laws of 1910, requires each board of school directors to meet on the third Tuesday of August 1911, for the election of a district superintendent. The minutes of the meeting of the board, appended to the appellant's petition, show that the meeting in this district was held at this time, and that the board adjourned to a subsequent date. There can be no doubt of the power of the board to adjourn its meeting for any good purpose. The law does not arbitrarily require the meeting in August to perform its duty of electing a district superintendent at this time, nor is it specified that in case of a failure to elect, the board shall cease to exist. The board may adjourn from time to time, and the meeting will be deemed to continue until the duty to elect is performed. The board had therefore full power and jurisdiction to exercise its official functions at the meeting held December 30, 1911; that meeting appears to have been legally kept alive by appropriate adjournments during the period from the calling of the meeting in August to the date of the election. It is insisted that there was

not sufficient notice of the meeting held in December. The appellant knew that the meeting was to be held although he was not present. It is alleged by the respondents and not denied that the appellant came "from his home in Farmingdale to Mineola on the morning of said December 30, 1911 and then refused to proceed in the conveyance furnished to the home of the chairman." It must be held that the appellant had notice of the meeting and that since the law does not specify the length of notice, he is precluded from objecting to the action taken by the meeting on December 30th, because of insufficient notice. Three of the school directors voted in favor of the respondent Cooley and the validity of the election would not be affected by a failure of the appellant to receive notice of the meeting, if such were the fact. The election of the respondent Cooley as district superintendent of the second supervisory district of the county of Nassau is in all respects valid. This appeal must therefore be dismissed.

Appeal dismissed.

### 63

In the matter of the appeal of David S. Place from the action of the board of trustees of school district no. 13, town of Huntington, Suffolk county, in removing him from the office of collector and appointing a successor.

**Refusal of collector to pay orders; vacancy created.** It is the duty of a collector of a school district to pay orders signed by the trustees and he can not refuse to do so on the ground that the trustee had no legal right to issue them. A refusal to pay an order by a collector will be sufficient to justify the trustees in reaching the conclusion that the collector has wilfully refused to perform the duties of his office and that therefore the office is vacant.

Decided April 18, 1912

Baylis & Sanborn, attorneys for appellant

The appellant, David S. Place, was elected collector of school district no. 13, town of Huntington, Suffolk county, and served in that capacity until the trustees of the district declared the office vacant, and appointed another person in his place. The appeal is brought from this action of the trustees, and the appellant prays that the said trustees be directed to recognize him as the duly qualified collector of the district.

It appears that the trustees were advised by the Department that it was their duty to rent and equip a temporary branch school pending the erection of a new school building for which the district



had voted an appropriation. Pursuant to such advice the trustees rented a building for a term of one year from October 1, 1911, and gave to the agent of the owner of the building an order on the collector for the first month's rent in advance. This order was presented to the collector, the appellant herein, on the 17th day of September 1911, and the appellant refused to pay the same. On the 23d day of September the trustees received a letter from the Department stating that it was the duty of the collector to pay such order. The letter was shown to the appellant on the day following. On the 26th of September the order was again presented and the appellant again refused to pay the order, and thereupon the trustees declared the office of collector vacant, and filled the vacancy by appointment.

The only question involved is whether the trustees were justified in treating the appellant's refusal to pay this order as a wilful refusal to perform a duty of his office. See Education Law, section 230, subdivision 2 which, within the provisions of the law, vacates the office. The law authorizes trustees of common school districts to fill a vacancy in the office of collector (Education Law, section 234), and the appointee holds his office until the next annual meeting of the district. These two sections, read together, impose on trustees the power to determine whether a vacancy exists because of the wilful refusal or neglect of a collector to perform any duty of his office. The trustees will be required to exercise a reasonable discretion in determining such question. If they act arbitrarily and without reasonable cause their determination will be set aside on appeal. In this case the appellant was twice requested to pay the order presented to him. He obstinately refused to pay the order. He was notified of his duty by a letter received by the trustees and shown to him which clearly indicated to him what his duty was in respect to such order. He obviously undertook to decide as to the legality of the order—a matter which did not concern him in any manner. A collector is protected by the vouchers showing payment by him of an order duly signed by the trustees. It is his duty to pay orders signed by the trustees and he can not refuse on the ground that the trustees had no legal right to issue them. If a trustee issues an order which is not authorized by law, he is accountable to the district and may be compelled to reimburse the district in a proper proceeding. The appellant is presumed to have known that it was his duty to pay this order. He was actually informed in regard to this duty, but he nevertheless refused to pay the order. It must be held that this

conduct was sufficient to justify the conclusion reached by the trustees that he had wilfully refused to perform the duty of paying the order. The facts presented by the appellant are not sufficient to warrant interference with the action of the trustees, and the appeal must therefore be dismissed.

Appeal herein is dismissed.

#### 64

In the matter of the charges against Arthur Gosso, trustee of school district no. 10, town of Shandaken, Ulster county.

**Removal of trustee for failure to comply with the health and decency law; duty of district superintendent.** Section 457 of the Education Law makes it the positive duty of school trustees to keep closets and privies in clean and wholesome condition. The section is a sanitary and health regulation, enacted for the sole purpose of protecting the health and morals of pupils. Common decency and due regard to the orderly administration of school affairs require strict conformity to its beneficent provisions. District superintendents are required to enforce compliance therewith and they should immediately report to the Department each failure or neglect by school authorities to carry out the provisions of the section. A trustee should be removed for continued neglect of duty in this respect. .

Decided April 22, 1912

The district superintendent of the fourth supervisory district of the county of Ulster, Wallace J. Andrews, submitted a verified statement to the Commissioner of Education, alleging that Arthur Gosso, the sole trustee of district no. 10, town of Shandaken, had failed after repeated notices to remedy the condition of the boys' closets or privies in the outbuildings of the schoolhouse in such district. It appeared from such statement that such closets or privies were in an unclean and filthy condition in violation of section 457 of the Education Law, known as the health and decency law. An order was issued based upon such statement, by the Commissioner of Education, directing the said Gosso to appear before him on the 23d day of March 1912, to show cause why he should not be removed from his office as trustee of such district. Such order recited the alleged grounds of removal, and the respondent was expected to appear before the Commissioner at the time and place specified to answer the charges made against him. The respondent failed to appear in person but submitted a sworn statement signed by two of the members of the board of health of the village of Pine Hill, in which such schoolhouse is located, stating that they had inspected such closets or privies during the week previous to March 28th, and that they found them "in as good

condition as ordinary outside dirt vault toilets are or can be kept." It is apparent that after the service of the order referred to the respondent endeavored to remedy the condition of such closets or privies. The district superintendent has, since the service of the order, reported that the respondent has complied with his directions in respect to such closets or privies, and has therefore suggested that the proceedings against him be dismissed.

It seems clear from the allegations of the district superintendent that he has been remiss in the performance of his duties. He has not denied that he failed to obey the directions of the district superintendent, after repeated notice. He appears to have been heedless of the salutary purposes of the law. He was negligent of his duty and his continued neglect after notice may well be deemed wilful. The law expressly authorizes the removal of a trustee for a failure to comply with the provisions of section 457 of the Education Law. This section makes it the positive duty of trustees to keep closets and privies in clean and wholesome condition. This duty is one of the most essential of the prescribed duties of a trustee. The section is a sanitary and health regulation enacted for the sole purpose of protecting the health and morals of pupils. Common decency and due regard to the orderly administration of school affairs require strict conformity to its beneficent provisions. District superintendents are required to enforce compliance therewith, and they should immediately report to the Department each failure or neglect by the proper school officers to carry out the law's command.

The respondent, Gosso, has been neglectful of his duty. His conduct is blameable and warrants reprimand. But owing to his final, although dilatory, compliance with the requirements of the statute his offense will be overlooked on this occasion and these proceedings will be dismissed.

Proceedings dismissed.

## 65

In the matter of the petition of John D. Cary and others from the refusal of the board of education of union free school district no. 1, town of Richfield, county of Otsego, to submit a proposition to the qualified voters of such district for the establishment of an agricultural and training school.

**Duty of board of education to call meetings to vote upon a proposition to establish agricultural school.** When a considerable number of the qualified electors of a union free school district petition the

board of education to call a meeting to vote upon a proposition establishing an agricultural school and providing the necessary appropriations therefor, it is the duty of the board to call such meeting. In case of failure an appeal will lie to the Commissioner of Education and upon it appearing that there is considerable sentiment in the district in favor of establishing such school the Commissioner will order the board to call the meeting.

Decided May 2, 1912

This proceeding was instituted by the petition of John D. Cary and sixteen other residents and qualified electors of union free school district no. 1, town of Richfield, Otsego county, filed in this Department on the 2d day of April 1912. It appears from the allegations of such petition that about seventy residents and qualified electors of the district had presented to the board of education of such district a petition requesting the board to "take such action as may enable the voters of the district to legally take action at the annual meeting the coming May, upon the proposition of adding agricultural and industrial training" to the school curriculum. The board by a vote of four to three refused to grant this request. An order, based upon this petition, was executed and served by mail upon the president of the board of education on the 9th day of April 1912, directing the said board of education of said district to show cause, on April 18, 1912, either personally or in writing, why the said board should not be directed by order to call a special meeting of the qualified electors of said district for the purpose of voting upon a resolution to be submitted at such meeting authorizing and providing for the erection and construction of such improvements and additions to the present school building in such district as may be necessary for the establishment and maintenance of an industrial and agricultural school. The return day of this order was adjourned to April 25, 1912. A return was made in writing by the majority members of the board of education on the 17th of April 1912, in which the board contends that the petition signed by seventy qualified electors was not duly presented to the board, and that the said petition was not exhibited to the board or filed with it or its clerk. The board does not deny the existence of the petition, or that it knew of the desire of a considerable number of the qualified electors to have submitted to a district meeting the question of establishing and maintaining an agricultural and industrial school.

The only question involved in this proceeding is whether the board may legally prevent action by a district meeting upon this question when a considerable number of qualified electors of the district are desirous of expressing their preference in respect thereto. The return of the board gives reasons why the district should not expend money at this time for this character of education. These reasons may or may not be cogent. The board may present them as it sees fit in opposition to an appropriation by a district meeting for the purpose of making the proposed improvements. The board may not arbitrarily refuse to submit the question. The law provides that: "The board of education of any union free school district shall also establish, acquire and maintain such schools (industrial schools and schools of agriculture) whenever such schools shall be authorized by a district meeting." (Education Law, section 601.)

The section requires action by a district meeting as a preliminary to the establishment of such schools. The effect of the law would be nullified if the board were permitted to prevent this required action by refusing to call a special meeting or insert the necessary statement in the notice of the annual meeting. The duty of the board is clear. When it appears that there is a considerable sentiment in the district in favor of establishing such schools either by formal petition or otherwise the board should take the necessary action to secure an expression of the will of the district as to the adoption of the required resolution for establishment, equipment and maintenance. The board can not substitute its judgment for that of the district as to this matter.

It is hereby ordered, That the board of education of union free school district no. 1, town of Richfield, Otsego county, be and is hereby directed to call a special meeting of the qualified electors of said district, in the manner provided by the Education Law, to be held at a time and place to be designated in the notice of such meeting, not later than Wednesday, June 12, 1912, for the purpose of voting upon a proposition for the establishment of an agricultural and industrial training school in such district in connection with the public school therein; and upon the further proposition appropriating a sum not exceeding \$10,000 for the purpose of making such alterations and additions to the present school building in such district as may be necessary for the establishment of such school, such sum to be raised by tax payable in annual

instalments, and authorizing and directing the said board of education to issue and sell bonds of the district for the purpose above specified; and the said board is hereby directed to take all necessary actions and proceedings as provided by the Education Law, to obtain due and legal action by the qualified electors of said district upon said propositions.

## 66

In the matter of the charges of general inefficiency, insubordination and gross misconduct preferred by Joseph Wade, district superintendent, against Joseph D. Reardon, principal of public school no. 23, borough of Manhattan.

**Teachers in New York City; determination of charges by board of education.** Where charges are preferred before the board of education of the city of New York against a teacher in the public schools and, after a hearing had before a committee of the board at which the accused was represented by counsel, the teacher was acquitted of eighteen of the charges and convicted of three of them, it must clearly appear that the board erred as to the truth of the charges to justify the Commissioner of Education in reversing its findings.

The appellant has not shown that he was refused the opportunity of a defense before the committee of the board which tried him, or that he was denied the privilege of introducing the testimony which he now seeks to have considered on a new trial. Under the procedure which obtains in courts of law relative to new trials and rehearings, the appellant is not entitled to a new trial because the witnesses which he now seeks to have examined were not examined at the trial.

Decided May 11, 1912

Samuel S. Koenig, attorney for appellant

Archibald R. Watson, attorney for respondent

The appellant, Joseph D. Reardon, has been a teacher in the public schools of the city of New York for some twenty years or more. Charges of general inefficiency, insubordination and gross misconduct were preferred against him by Joseph Wade, a district superintendent in such city, containing twenty-two specifications. He was served with notice to appear before the board of education at its offices in the borough of Manhattan, city of New York, on February 7, 1911, at 4 P. M. At the time and place specified the appellant appeared before the committee on elementary schools, and the hearing on the charges was adjourned until February 14th. On that day the hearing began and an investigation was held and witnesses testified under oath, being examined by Mr Stevens as chairman of the committee and counsel for the

appellant. Subsequent adjournments were taken from time to time, the hearing being concluded March 8, 1911. The committee at the conclusion of the testimony found that only three of the twenty-one specifications had been sustained by the evidence, and, in effect, found that the appellant was not guilty of the general charge of "inefficiency, insubordination and gross misconduct." The committee thereafter recommended to the board of education that the appellant be fined fifteen days' pay and that he be reprimanded by the committee. The board approved the recommendations and adopted a resolution for the purpose of carrying them into effect. The appellant made an application for a rehearing to the committee on elementary schools of the respondent board of education, on or about December 4, 1911, submitting therewith a number of affidavits sustaining his contention that all the evidence which might have been adduced in his favor was not submitted to the committee on the original hearing. Such application was considered by the committee at a meeting held January 9, 1912, when the attorney for the appellant appeared and made an argument in support of such application. The committee subsequently denied such application and such action was ratified by the board of education on February 5, 1912.

The appeal is brought from the resolution of the board of education finding the appellant guilty of the charges set forth in specifications 1, 12 and 13 of the charges preferred against him, and fining him fifteen days' pay and recommending that he be reprimanded, as recommended by the committee on elementary schools, and also from the resolution of the board denying the appellant's application for a rehearing, on the recommendation of such committee.

The appeal involves a consideration of the merits of the controversy and also the propriety of the action of the board in refusing to reopen the hearing and permit the appellant to testify in his own behalf and to enable him to call other witnesses whose affidavits were presented, indicating that they would testify for him in regard to the three charges contained in the specifications of which he was found guilty.

The testimony taken by the committee was voluminous. A number of witnesses were examined by the committee. The appellant was represented by counsel who was given ample opportunity to cross-examine the witnesses produced in support of the charges. After hearing the evidence the committee acquitted the appellant

of all the twenty-one specific charges except three. One of these three charges was that the appellant had urged and allowed corporal punishment to be inflicted upon one of the pupils of his school, contrary to the rules of the board of education. Some evidence was introduced at the hearing in support of this charge. The appellant did not go upon the stand to deny the testimony presented against him. He now states in an affidavit that this testimony was not true. He also produces affidavits of pupils and of the father of the pupil punished corroborating his allegations in respect to such punishment. The only excuse given for his failure to testify at the hearing was that he acted under the advice of counsel. None of the persons making these affidavits were offered as witnesses on the hearing nor does it appear in the minutes or in the papers on this appeal, that any attempt was made to introduce their testimony. The other two charges of which the appellant was found guilty pertained to his alleged unbecoming conduct toward one of the teachers under him. As in respect to the other charge there was some testimony adduced at the hearing in support of such charges. The appellant now denies such testimony and produces affidavits showing that many of the statements made by the complaining witness were unfounded. An examination of the testimony on the hearing leaves room for doubt as to the justice of finding the appellant guilty of these charges. It may also be doubted that the appellant did actually induce or permit the punishment of the pupil referred to in the first charge. But it does not appear that serious errors were committed on the hearing nor that the findings of the committee were entirely unsupported by the testimony taken. While it may be that the committee would have been justified in dismissing all the charges against the appellant, yet it must be borne in mind that the committee was presumptively familiar with the local situation, and had the advantage of observing the demeanor of the witnesses as they appeared upon the stand, and could thus more accurately determine the value of their testimony. It must clearly appear that the committee erred in arriving at its conclusion as to the truth of these charges, to justify the Commissioner of Education in reversing the action of the committee. The appellant has failed to show that such error was committed.

The committee also considered the evidence submitted by affidavits on the appellant's application for a rehearing. Its determination that the appellant was not entitled to a rehearing should be taken as presumptively correct. It is not charged that the



committee was prejudiced against the appellant. The record does not show that the appellant was refused the opportunity of a defense, or that he was denied the privilege of introducing the testimony which he now seeks to have considered on a new trial. He does not show that he could not have produced the witnesses on the original hearing. It is not sufficient for him to state as an excuse for his failure to testify in his behalf that his counsel at the hearing advised him that it was unnecessary. Under the procedure which obtains in courts of law relative to new trials and rehearings, he surely would not be entitled to a new trial for this cause. The rules relating to such procedure apply, so far as practicable, to appeals to the Commissioner of Education from determinations made by boards of education in disciplining teachers in the public schools. Such determinations should not be interfered with except in cases where gross error has been committed and great injustice will be done. This case does not seem to be one warranting interference by the Commissioner of Education, and the findings and conclusion of the board of education and its committee will not be disturbed.

The appeal is dismissed.

## 67

In the matter of the appeal of the board of education of union free school district no. 15, town of Hempstead, county of Nassau, from the action of a special election of the village of Lawrence, in deciding to separate said village from such union free school district and the appeal of Joseph H. Foster from the same action of the said village.

**Appeal from final action; rules of procedure.** The action of a village meeting in voting to separate and form a union free school district, under sections 130 and 131 of the Education Law (repealed by Laws of 1911, chapter 334) may be reviewed on appeal to the Commissioner of Education although such act of separation was not completed by the issuance of the certificate of the district superintendent. An appeal will lie from any official action of school authorities although such action is not final. The ordinary rules of procedure in appeals from judicial decisions and decrees do not necessarily apply to appeals to the Commissioner of Education, except as they have been included in the rules of practice adopted by the Commissioner under authority of section 881 of the Education Law.

**Entire territory within limits of district.** Evidence examined and held that village could not form a separate union free school district,

because the entire territory of the village was not within the school district from which the village sought to separate, as required by section 130 of the Education Law.

Decided May 15, 1912

William Willett, jr, attorney for appellants

Huntington, Rhinelander & Seymour, attorneys for respondent

On the 8th day of April 1911, a special election was held in the village of Lawrence, county of Nassau, and a resolution was adopted separating the incorporated village of Lawrence from union free school district no. 15, town of Hempstead, county of Nassau, and establishing a separate union free school district with limits corresponding with the limits of such village. The board of education of union free school district no. 15, town of Hempstead, and Joseph H. Foster, a qualified elector of such district, have each brought separate appeals from the action thus taken by such village election. These two appeals involve the same question and will be disposed of at the same time.

The proceedings for the separation of the village of Lawrence from the union free school district of which it formed a part were taken under sections 130 and 131 of the Education Law. These sections were repealed by chapter 334 of the Laws of 1911 but were in effect in March 1911, when the special election, above referred to, was held.

The respondent insists that the board of education of union free school district no. 15, town of Hempstead, is not an aggrieved party and therefore is incompetent to bring this appeal. This question was raised upon a preliminary objection to the jurisdiction of the Commissioner of Education, interposed by the respondent, and it was then determined that such objection was not well taken and that the appeal should be permitted to stand. This determination is reaffirmed for the reasons stated in the decision. (See decision and order as to jurisdiction, June 19, 1911.) It is further contended that the action appealed from was not the final action separating the village of Lawrence from district no. 15, since it required the certificate of the school commissioner (now district superintendent) to complete the separation. This contention is not tenable. The statute relating to appeals to the Commissioner of Education authorizes an appeal to be taken from any official act or decision of any "officer, school authorities or meetings," and it is nowhere provided that the action shall be final. (See Education Law, section 880.) The remedy by appeal to the Commissioner of Education is specially provided by statute and ordinary rules of procedure

in appeals from judicial decisions and decrees do not necessarily apply except so far as they have been included in the rules of practice adopted by the Commissioner under authority of section 881 of the Education Law.

The only other question involved in this appeal worthy of consideration pertains to the territory alleged to be included within the limits of the village of Lawrence but not within the limits of union free school district no. 15, town of Hempstead. Section 130 of the Education Law provided as follows: "In any union free school district within the limits of which there shall be territory of two or more incorporated villages, the board of trustees of any village *whose entire territory is within said school district* may call a special meeting," etc. It is only where the entire territory of the village is within a union free school district that the board of trustees of such village may call a special meeting to vote upon a proposition to separate from the district and establish a new union free school district. If the limits of the village extend beyond the school district these sections of the law do not apply, and no legal action can be taken thereunder for the organization of such village as a separate union free school district. (See appeal of Warner from action of board of trustees of village of Endicott. Appeal no. 5460, Department Report 1910, page 467.) The appellants base their appeals upon the allegations that the entire territory of the village of Lawrence is not within the boundaries of union free school district no. 15, from which separation is sought.

The respondent contends that the order and the map accompanying the same are inaccurate and do not conform. Previous orders establishing the boundaries of the district no. 15, and of adjoining districts in the town of Hempstead, are referred to for the purpose of showing that the final order establishing the boundaries of district no. 15 did not do what it purported to do, namely, establish the boundary lines of such district without intentional change or alteration in such boundaries. Admitting the alleged disparity between the boundaries described in the previous orders and the order of 1903, it must nevertheless be held that the boundaries established in the latter order are controlling and are the legally established boundaries of the district. The order must also control as against the map filed therewith which it is claimed does not conform to the boundaries as described in the order.

It is conceded by the respondents that the limits of union free school district no. 15, town of Hempstead, as described in the order, do not extend so far easterly as the limits of the village

of Lawrence, but it is insisted that the portion of the village which is outside the school district is not "territory" within the meaning of the statute, and that therefore the requirement that the "entire territory" of the village must be within the district, may not be invoked to prevent the separate establishment of the village as a union free school district. It is alleged and sufficiently established that the land without the district is uninhabitable; it consists of marsh land lying partly under water, and is not of great value or extent. But it is susceptible of ownership and may be taxed for school purposes. It is too narrow a construction of the word "territory" as used in the statute to hold that it must consist of land upon which persons may live who are entitled to school privileges. The statute was evidently enacted for a special purpose. It provides for the organization of a union free school district in a manner not contemplated by general law. It engrafted in the law an unusual method of establishing a union free school district. It is therefore to be strictly construed and may only be available when all the conditions prescribed therein are fully met. The land in dispute is territory within the meaning of this statute. The "entire territory" of the village is not within the school district and it must therefore be held that these sections of law, prior to their repeal, did not authorize the village of Lawrence to separate from union free school district no. 15, town of Hempstead. It necessarily follows that the act of the board of trustees in calling a meeting of the electors of such village and the action of such meeting in adopting a resolution to separate and form a union free school district with limits corresponding with the limits of the village, are invalid and of no effect. The appeals must therefore be sustained.

It is hereby ordered, That all the acts of the board of trustees of the village of Lawrence, county of Nassau, in calling a meeting of the electors of such village to determine whether such village shall withdraw from union free school district no. 15, town of Hempstead, and form a separate union free school district, and the acts of the special meeting held for that purpose on the 8th day of April 1911, in adopting a proposition to separate from such union free school district, and to form a new union free school district, be, and the same hereby are, set aside and declared of no effect.

## 68

In the matter of the appeal of school district no. 19, Greenfield, Saratoga county, from an order of Theodore Elixman, school commissioner, dated September 6, 1911, creating school district no. 8, town of Saratoga Springs.

**Establishment of new school district; presumption in favor of action of district superintendent.** A district superintendent in establishing a new school district out of parts of other districts, must be governed by the necessity of furnishing accessible school facilities to the pupils of the vicinity. If there is a considerable number of pupils living in two or more districts so situated that they can not reach the schools in such districts, a new school district may be established provided the other districts are not weakened so as to make it impracticable for them to maintain their schools. There is a reasonable presumption that a district superintendent acts for the educational interests of the community in creating a new school district. This presumption is not overcome by proof that the establishment of the new district will result in higher taxes, and that many of the pupils have been and will be instructed in the graded schools of an adjoining union free school district, upon the payment of tuition.

**Consent of trustees not required for establishment of new district.** A district superintendent may establish a new school district out of territory included in other districts under section 121 of the Education Law, "whenever the educational interests of the community require it." Action under this section does not require the consent of the districts thereby affected.

Decided July 9, 1912

Frank Gick, attorney for district no. 19  
John A. Slade, attorney for intervening taxpayers  
Hiram C. Todd, attorney for Theodore Elixman  
John H. Morris, attorney for district no. 8

This appeal was brought by Warren T. Weed, trustee of district no. 19, towns of Greenfield and Saratoga Springs, county of Saratoga, from the order of Theodore Elixman, school commissioner of the second commissioner district of such county, dated September 6, 1911, establishing a new school district out of a part of the territory of said districts no. 19 and no. 5, town of Saratoga Springs. Subsequently a number of the residents and taxpayers of the new district, designated as district no. 8, town of Saratoga Springs, intervened by petition, and asked that the order of School Commissioner Elixman be vacated. Upon the request of the parties to the appeal an order was issued directing District Superintendent Hinman to hear the evidence

produced by the parties and to report the same to the Commissioner of Education. Such hearing was held on the 22d day of February 1912, and continued on the 27th day of February 1912. All the parties were given ample opportunity to submit testimony. The district superintendent submitted the minutes of the hearing on the 4th day of March.

It is conceded by all the parties that the assessed valuation of the new district no. 8, as shown by the last tax list, is \$72,380; that the assessed valuation of district no. 19, towns of Greenfield and Saratoga Springs, as constituted after the establishment of the new district, is \$41,626, and that the tax rate in district no. 19 for the year 1911 was six mills on the dollar and in the new district for the same year was seven and three-tenths mills. It is further conceded that the assessed valuation of district no. 19 as it existed before the division was \$95,677. The appellant Wells, trustee of district no. 19, contends that the valuation of his district is so depleted that the expense of maintaining a school therein will be excessively burdensome, and the intervening petitioners, residents and taxpayers of new district no. 8, complain that the support of a school therein has unduly increased the taxes paid by them before the new district was created. Many of these taxpayers are nonresidents, but some of them reside in the new district, and are parents of children of school age. These persons testify that they would prefer to pay tuition for the instruction of their children in the schools of Saratoga Springs, rather than pay such increased taxes for the support of an elementary school in close proximity to their homes.

The determination of this appeal does not necessarily depend upon the question of taxation. Accessible school facilities must be furnished to the pupils of this vicinity at the expense of the owners of taxable property within a reasonable distance. The fact that the property within the boundaries of former district no. 19, towns of Greenfield and Saratoga Springs, is taxed at a higher rate under the new arrangement than under the old, is immaterial, unless it is apparent that the educational interests of the district are not advanced thereby. The children living within the territory embraced in the new district are entitled to school privileges without payment of tuition and those privileges must be obtained without unreasonable effort. It is therefore not germane to the controversy that many of them have been

and will be instructed in the schools of the village of Saratoga Springs, upon the payment of tuition. The appellants in making this argument did not suggest that the territory be annexed to the Saratoga Springs district so that these pupils might be given free instruction in the schools therein. It may be assumed that they do not favor such a disposition of the question. Their argument based upon accessibility to the Saratoga schools would be more forcible if they had suggested such annexation.

There are enough pupils in the new district to justify the establishment of a school therein. They are so situated as to the schools in districts no. 19, Greenfield, and no. 5, Saratoga Springs, that they can not conveniently reach them. Neither of these schools is sufficiently near to afford these pupils the school facilities to which they are entitled. It is true that the assessed valuation of district no. 19 is materially reduced, but enough is left to make the district of average financial strength, and from the experience of other districts a good school may be maintained therein without unreasonable tax burden.

The school commissioner who made the order establishing the new district went out of office December 31, 1911. He was not called as a witness at the hearing, but the letters passing between him and the trustees of the districts affected by the order, and by those favoring a new district, were received in evidence. These letters clearly indicate that he was in close touch with the situation and knew the educational needs of the pupils of the community. There is a reasonable presumption that a school commissioner acts for the educational welfare of a community in creating a new school district and thus providing additional and improved school facilities for the children thereof. This presumption must be overcome by a fair preponderance of evidence. This burden is not met by proof that the new district will result in higher taxes, and that many of the pupils have been and will be instructed in the graded schools of an adjoining union free school district, upon the payment of tuition. It has not been shown in this case that there was no reasonable necessity for the establishment of the new district and that the educational interests and facilities of the community have not been promoted by the order appealed from.

Technical objections are raised as to the validity of this order. It is claimed that the trustee of district no. 19, Greenfield and Saratoga Springs, did not consent to the establishment of the

new district, and that the school commissioner could not legally take territory from such district to form a new district, without such consent. It appears from the record that the school commissioner assumed that the consents of the trustees were necessary and that he had obtained them. It appears that these consents were informal and that there is doubt as to their sufficiency. But the contention loses its force in view of the fact that a school commissioner may, under section 121 of the Education Law, organize a new school district out of the territory of one or more school districts "whenever the educational interests of the community require it." Action under this section does not require the consent of the trustees of the districts thereby affected. Section 125 of the Education Law, which requires a hearing of objections to alterations of boundaries of a district, before a board consisting of the school commissioner and the town clerk and supervisor, does not apply to an order establishing a new district.

It is further insisted that the boundaries of the new district, as prescribed in the order, are indistinct and confusing. It is apparent that the order is defective in this respect. But the defects are not sufficient to nullify the order. The district superintendent of this district may and should modify the description contained in the order so as definitely to describe the boundaries of the district by metes and bounds. He may, if he deems it advisable, employ a surveyor to survey such boundaries and prepare a map to be filed with the order. His powers in this respect are prescribed by subdivision 1 of section 395 of the Education Law.

For the reasons herein stated the appeal is dismissed.

## 69

In the matter of the appeal of John Y. Culyer from a special meeting of union free school district no. 2, towns of New Castle and Bedford, Westchester county, held April 16, 1912.

**Proposition for erection of new school building; statements by board of Education as a necessity of adoption.** To justify the nullification of proceedings of a district meeting in voting an appropriation for a new school building, it must be shown by convincing proof that such proceedings were illegal or that the action taken was brought about by intentionally fraudulent misrepresentation as to material facts on the part of those favoring the improvement, which materially affected the result. Statements made by the board of education as to the necessity for a new school building will not nullify the action of the meeting, although the probable result of a failure to provide for the new building was exaggerated.



**Reasonableness of provision for new building.** The Commissioner of Education will not set aside the action of a district meeting in voting to build a new school building where it appears that existing school facilities are inadequate and not appropriate, and it was determined by a decisive vote at a meeting which was largely attended, that a new building should be erected.

Decided July 11, 1912

John Y. Culyer, attorney in person

C. W. Ticknor, attorney for respondent

A special meeting was held in union free school district no. 2, towns of New Castle and Bedford, county of Westchester, on April 16, 1912, at which the qualified electors present adopted a resolution directing the expenditure of \$65,000 for the erection of a new school building and authorizing the issue and sale of bonds for such amount. The appellant is a resident and taxpayer in such district and complains that the proceedings were irregular; that the proposition was not fairly presented to the electors of the district; that the board of education misrepresented the facts as to the condition of the present school building and the action of this Department in respect thereto and that the erection of a new building is inadvisable and unnecessary.

To justify the nullification of the proceedings of a district meeting in voting an appropriation for a new school building it must be shown by convincing proof that such proceedings were illegal or that the action taken was brought about by intentionally fraudulent misrepresentation as to material facts on the part of those favoring the improvement, which necessarily induced a sufficient number to vote in favor of the proposition to secure its adoption. The appellant calls attention to certain statements contained in an announcement prepared and distributed by the board of education for the purpose of explaining the position assumed by the board. This announcement seems to be a fair presentation of the facts in respect to school facilities in this district. There is no evidence of fraudulent misrepresentation. It is possible that the board exaggerated the probable result of a failure to comply with the recommendations of representatives of the Department as to improved school conditions in the district. But this was a matter which could have been explained upon inquiry at the Department. It appears that the proposition to erect the new building was adopted by a vote of 85 to 58, after a fair and full opportunity to discuss the question. It also appears that the question had been fully discussed in the newspapers for a number of weeks and during all this time those interested either

one way or the other had frequently availed themselves of the privilege of obtaining information as to the powers of the Department in respect to recommendations made by its representatives. It is not sufficiently shown that the alleged misstatements produced favorable action upon this proposition. The appeal may not be sustained in this ground.

The contention that the notice of the meeting was insufficient because of the failure to state the county in which the district is situated is untenable. The resolution contained a clause directing the district to raise by tax an amount sufficient to pay the bonds and interest as they mature. This is a sufficient compliance with the law and authorizes the board of education of the district to state to the trustees of the village of Mount Kisco the amount required to be raised by tax to pay such bonds and interest, as in the case of other taxes raised for school purposes in union free school districts whose boundaries are coterminous with those of incorporated villages. The appellant has failed to establish alleged irregularities and defects in the proceedings of the meeting with sufficient definiteness to justify a nullification of such proceedings.

The only other question raised pertains to the reasonableness of the action of the meeting in appropriating so large an amount for a new building instead of providing for the repair or alteration of the old building. The records of this Department show that the school facilities in this district were inadequate and not appropriate. Various representatives of the Department had suggested the necessity of improving these facilities. It was for the district to determine how necessary improvements should be made, pursuant to the law relative to the erection, repair, enlargement or remodeling of school buildings. The district determined by a decisive vote at a meeting which was largely attended, that a new building should be erected. No forceful reason has been advanced in this appeal why this determination should be set aside.

The appeal herein is dismissed.

#### 70

In the matter of the dismissal of Bertha L. Helwig from the Kenmore union school, town of Tonawanda, Erie county.

**Dismissal of teacher; evidence.** The action of school authorities in dismissing a teacher can be sustained on appeal only when there is com-

petent evidence adduced clearly indicating that one of the prescribed causes of dismissal actually exists. It is not sufficient to base dismissal upon unsupported charges that the teacher had improperly treated pupils or had "gone to other members of the faculty, creating a disturbance and dissatisfaction among the faculty." Such charges are not sustained by the affidavit of the principal which fails specifically to allege particular acts tending to interfere with school discipline.  
Decided July 11, 1912

W. H. Helwig, attorney for appellant  
George B. Burd, attorney for respondents

The appellant, Miss Bertha L. Helwig, is a duly licensed teacher and was employed as teacher in the public school in union free school district no. 1, town of Tonawanda, Erie county, for the school year beginning September 4, 1911. She continued as teacher therein until April 4, 1912 when the school was closed for the Easter vacation. During the vacation she was informed by letter, dated April 9, 1912, from the clerk of the board of education that her contract had been revoked by resolution of the board and that "she should be governed" by such action. This was in effect a dismissal from her position. The appellant appeals from such dismissal.

A teacher's contract may not be summarily revoked by a trustee or board of education. It is provided in section 565 of the Education Law that "No teacher shall be removed during a term of employment unless for neglect of duty, incapacity to teach, immoral conduct, or other reason which when appealed to the Commissioner of Education, shall be held by him sufficient cause for such dismissal."

This law imposes upon school authorities the burden of proving that a teacher who has been dismissed was guilty of some specific act or acts falling within the causes of dismissal specified therein. Specific acts must be alleged and proved, showing some one or more of the causes prescribed as grounds for dismissal. It will not do to make a general charge that the best interests of the school demanded dismissal or that the conduct of the teacher was such as to be subversive of proper school discipline. The action of school authorities in removing a teacher can be sustained on appeal only when there is competent evidence adduced clearly indicating that one of the prescribed causes of dismissal actually exists. This appeal must be decided in view of these well established principles.

It appears that in the resolution adopted by the board, attempting to revoke the appellant's contract, it was stated that the action was based upon complaints made to the board by certain persons that the appellant had improperly treated certain pupils and upon an investigation made by the board whereby the appellant was found to have "gone to other members of the faculty, creating a disturbance and dissatisfaction among the faculty." These statements were specifically denied by the appellant in her verified petition. The respondents have not submitted the affidavits of the complainants or produced any evidence of any alleged act constituting improper treatment of the pupils named in the resolution. They do not present any definite proof of the charge that the appellant has created a disturbance among members of the faculty. The respondents insist that they acted for what they deemed the best interests of the school upon the recommendation of the principal in charge of the school. The affidavit of the principal is annexed to their answer, but it is entirely lacking in specific allegations as to particular acts of the appellant tending to interfere with school discipline. It is also noticeable that only a few days prior to the resolution purporting to revoke the appellant's contract, she had been tendered a contract for the ensuing school year which she had accepted. The appellant had reason to believe up to this time that her services were satisfactory. There is nothing in the papers indicating the particular acts of the appellant which justified a rescission of this contract.

It must be concluded that no sufficient cause has been alleged or proved which justified the arbitrary action of the respondents in revoking the contract of the appellant and in dismissing her from her position. The appeal is therefore sustained.

It is hereby ordered, That the resolution of the board of education of union free school district no. 1, town of Tonawanda, county of Erie, in revoking the contract of Bertha L. Helwig as a teacher in the public school in such district, and dismissing her from her position, be and the same hereby is set aside and declared of no effect, and that the said board of education and the proper officers of said district be and they are ordered to take such action as may be necessary to pay to the said Bertha L. Helwig the amount which would have been paid her under such contract, had such contract not been revoked by said board and had she not been dismissed from her position.

# XIX

## SUMMARY AND FINANCIAL STATEMENT

### STATISTICAL SUMMARIES

#### Attendance at schools

Common elementary schools.....	1 328 995
Special elementary schools.....	930
Common high schools.....	128 396
Special high schools.....	4 078
Academies.....	47 536
Normal schools.....	7 163
Teachers training classes and schools....	3 675
Universities, colleges and professional schools.....	37 257
Special higher institutions.....	4 124
Private schools of all grades exclusive of academies as enumerated above, as shown by reports and best available information..... (estimated)	225 000
Indian schools.....	847
Evening schools.....	163 031
Trades and vocational schools.....	5 333
Total.....	<u><u>1 956 365</u></u>

#### Number of teachers

Common elementary schools.....	39 202
Special elementary schools.....	54
Common high schools.....	4 991
Special high schools.....	187
Academies.....	1 919
Normal schools.....	269
Teachers training classes and schools.....	235
Universities, colleges and professional schools.....	4 897
Special higher institutions.....	134
Indian schools.....	36
Evening schools.....	3 096
Trades and vocational schools.....	155
Total.....	<u><u>55 175</u></u>

## Graduates

High schools.....	12	157
Academies.....	1	648
Normal schools.....	1	130
Training classes and schools.....	1	917
Universities and colleges (arts course).....	2	100
Theology.....		85
Law.....		744
Education.....		307
Medicine.....		426
Dentistry.....		162
Veterinary surgery.....		32
Pharmacy.....		311
Engineering and technology.....		731
All other higher institutions (including graduate departments of universities).....		856
		<hr/>
		5 754
Total.....	22	606
		<hr/> <hr/>

## Net value of property

Common elementary schools.....	\$175	167	988
Special elementary schools.....	3	497	050
Common high schools.....	30	340	555
Special high schools.....	2	664	413
Academies.....	26	961	483
Normal schools.....	2	619	851
Universities, colleges and professional schools.....	142	073	779
Special higher institutions.....	5	520	553
Indian school.....		26	700
Trades and vocational schools.....	2	164	215
		<hr/>	
Total.....	\$391	036	587
		<hr/> <hr/>	

## Total expenditures for 1911-12

Common elementary schools.....	\$49	880	842	85
Special elementary schools.....		308	595	58
Common high schools.....	9	183	133	53
Special high schools.....		386	043	58
Academies.....	4	900	603	05
Universities, colleges and professional schools.....	17	583	082	47

Special higher institutions.....	344 860 45
Normal schools.....	462 130 51
Training classes and schools.....	420 726 54
Indian schools.....	17 958 05
Evening schools.....	983 839 74
Trades and vocational schools.....	324 438 62
	<hr/>
Total.....	\$83 896 254 97
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## Financial statement

	BALANCE OCT. 1, 1911	NEW APPRO- PRIATIONS	TOTAL	EXPENDI- TURES	BALANCE OCT. 1, 1912
Com'r's office salaries. ....		\$38 760	\$38 760	\$38 760	.....
Admin. Div. salaries. ....		21 740	21 740	21 602 76	\$137 24
Atten. Div. salaries. ....		5 380	5 380	5 305 00	75 ..
Exam. Div. salaries. ....		60 800	60 800	67 830 46	1 969 54
History Div. salaries. ....		7 680	7 680	7 617 36	62 61
Inspec. Div. salaries. ....		37 900	37 900	36 417 43	1 482 57
Law Div. salaries. ....		5 300	5 300	5 000 ..	300 ..
Pub. Rec. Div. salaries. ....		5 980	5 980	5 649 46	330 54
Sch. Lib. Div. salaries. ....		5 800	5 800	5 800 ..	.....
Statistics Div. salaries. ....		7 500	7 500	7 388 19	111 81
Vocat. Sch. Div. salaries. ....		10 200	10 200	9 884 95	315 05
Visual Instruc. Div. salaries		9 680	9 680	9 455 00	225 ..
State Lib. Div. salaries. ....		73 400	73 400	72 781 40	618 60
Lib. Sch. salaries. ....		6 400	6 400	6 400 ..	.....
Ed. Ext. Div. salaries. ....		15 540	15 540	15 391 92	148 08
Science Div. salaries. ....		33 740	33 740	33 571 74	168 26
Total fixed salaries. ....		\$354 800	\$354 800	\$348 855 67	\$5 944 33a
State Library					
Purchase of books. ....	\$1 06	\$20 000	\$20 001 06	\$20 000 90	16
Medical Library. ....	25 44	2 000	2 025 44	2 021 89	3 55
Law Library. ....	2 49	2 500	2 500 49	2 505 88	61
Technological Library. ....	2 53	2 000	2 002 53	1 931 62	70 91
Library for the blind. ....	1 547 90	2 000	3 547 90	3 485 08	62 82
State Library special. ....		550 000	550 000	113 269 97	436 730 03
Total for books. ....	\$1 583 42	\$578 500	\$580 083 42	\$143 215 34	\$436 868 08
Medical exam. ....	\$9 901 96	\$15 010	\$25 811 96	\$15 455 85	\$10 356 11
Dental exam. ....	1 375 17	4 200	5 575 17	4 458 53	1 116 64
Veterinary exam. ....	2 439 10	380	819 10	313 28	505 82
C. P. A. exam. ....	2 609 06	2 025	4 634 06	2 603 09	1 941 87
Nurses exam. ....	6 058 61	7 671 24	13 729 85	4 988 50	8 741 26
Optometry exam. ....	6 862 21	115	6 977 21	374 80	6 602 41
Pharmacy exam. ....	20 061 21	15 000	35 061 21	21 750 66	13 301 55
Stenographers exam. ....		5 000	5 000	89 25	4 910 75
Chiropradists exam. ....		1 000	1 000	.....	1 000
Total professional examinations. ....	\$47 308 22	\$51 301 24	\$98 609 46	\$50 133 05	\$48 476 41
Visual Instr. Div. expenses. ....	\$173 97	\$10 000	\$10 173 97	\$10 054 94	\$119 03
Grants to libraries. ....	51 26	33 000	33 051 26	33 023 85	25 41
Traveling libraries. ....	332 85	6 000	6 332 85	6 332 72	13
Science Div. expenses. ....	8 93	7 500	7 508 93	7 508 93	.....
Printing. ....	406 21	45 000	45 406 21	39 109 09	6 296 22
Postage. ....	265 36	25 000	25 265 36	25 264 19	1 17
Traveling. ....	2 500 38	21 000	23 500 38	21 110 07	2 389 41
Temporary services. ....	16 80	15 000	15 016 80	15 011 16	5 64
Care and cleaning. ....	1 423 21	25 000	26 423 21	13 094 29	13 328 92
Rent for storage. ....	418 34	1 500	1 918 34	1 625 ..	293 31
Office expenses. ....	223 59	12 000	12 223 59	12 155 88	67 71
Sorting and packing. ....	2 196 80	.....	2 196 80	584 12	1 612 68a
State Teach. Ret. Board expenses	2 000 ..	1 500	3 500 ..	730 83	2 769 17
State Teach. Ret. Bd. sec. salary	2 000 ..	2 000	4 000 ..	642 45	3 357 55
Teachers annuities. ....	4 900 ..	7 000	11 900 ..	4 371 94	7 528 06
Dedication of Education Bldg. ....		8 000	8 000 ..	320 ..	7 680 ..
Index to Ecclesiastical Records		500	500 ..	.....	500 ..
Summer sessions. ....		4 000	4 000 ..	3 996 07	3 93
Office furnishings. ....		200 000	200 000 ..	2 700 ..	197 300 ..
Pub. Records traveling. ....		1 000	1 000 ..	100 11	899 89
Total. ....	\$16 917 70	\$425 000	\$441 917 70	\$197 739 44	\$244 178 26

a Will lapse to State treasury.



## Financial statement (concluded)

	BALANCE OCT. 1, 1911	NEW APPRO- PRIATIONS	TOTAL	EXPENDI- TURES	BALANCE OCT. 1, 1912
Albany Nor. maintenance. . . .	\$5 002 23	\$90 342 27	\$95 344 50	\$82 927 91	\$12 416 59
Albany Nor. repairs. . . .	8 000 18	10 000	18 000 18	6 444 69	11 555 49
Albany Nor. insurance . . . .	62 74		62 74		62 74
Brockport Nor. maintenance . .	2 292 81	36 697 86	38 990 67	37 623 46	1 367 21
Brockport Nor. repairs . . . .	3 661 87	5 000	8 661 87	2 969 45	5 692 42
Buffalo Nor. maintenance . . .	4 227 19	38 964 54	43 191 73	39 855 01	3 336 72
Buffalo Nor. repairs . . . .	2 276 55	5 000	7 276 55	3 027 75	4 248 80
Buffalo Nor. moving and grading.	15 000		15 000	1 178 20	13 821 80
Buffalo Nor. new building . . .		100 000	100 000		100 000
Cortland Nor. maintenance . . .	2 794 02	45 260	48 054 02	45 126 50	2 927 52
Cortland Nor. repairs . . . .	8 694	2 500	11 194	7 875 64	3 318 36
Fredonia Nor. maintenance . . .	1 717 59	37 548 35	39 265 94	36 603 39	2 662 55
Fredonia Nor. repairs . . . .	2 997 38	4 000	6 991 38	3 886 76	3 104 62
Fredonia Nor. assessment. . . . .	1 131 31		1,131 31	1 131 31	
Geneseo Nor. maintenance . . . .	6 657 98	47 205 12	53 863 10	51 016 85	2 846 25
Geneseo Nor. repairs . . . .	3 941 32	3 350	7 291 32	1 436 40	5 854 92
New Paltz Nor. maintenance . . .	1 807 72	38 050	39 857 72	37 452 78	2 404 94
New Paltz Nor. repairs . . . .	2 799	3 500	6 299	2 798 46	3 500 54
Oneonta Nor. maintenance . . . .	2 266 06	47 060	49 326 06	47 910 45	1 415 61
Oneonta Nor. repairs . . . .	7 365 83	6 500	13 865 83	4 858 88	9 006 95
Oswego Nor. maintenance . . . .	2 514 41	40 274	42 788 41	39 421 77	3 366 64
Oswego Nor. repairs . . . .	5 207 30		5 207 30	4 521 40	685 90
Oswego Nor. new building . . . .	72 197 19	140 000	212 197 19	148 825 77	63 371 42
Plattsburg Nor. maintenance . . .	5 197 43	36 944 38	42 141 81	37 608 65	4 533 16
Plattsburg Nor. repairs. . . .	6 226 32	2 500	8 726 32	4 874 57	3 851 75
Potsdam Nor. maintenance . . . .	6 806 58	45 647 76	52 454 34	48 462 90	3 991 44
Potsdam Nor. repairs . . . .	5 009 13	2 200	7 209 13	3 668 13	3 541
Total for normal schools. . . .	\$185 848 14	\$788 544 28	\$974 392 42	\$701 507 08	\$272 885 34
Farmers institutes. . . . .	\$106 96	\$7 500	\$7 606 96	\$7 606 96 <sup>b</sup>	
Teachers institutes expenses . . .	1 718 33		1 718 33	1 718 33	
Training classes . . . . .		125 000	125 000	125 000	
Common sch. maintenance. . . .	8 847 38	5 044 750	5 053 597 38	5 029 146 61	\$24 450 77
Indian sch. maintenance . . . .	383 81	15 250	15 633 81	15 607 30	26 51
Indian sch. repairs. . . .	4 289 54	4 000	8 289 54	2 350 75	5 938 79
Indian education . . . . .	575 13		575 13	75 50	499 63
Indian mutes and truants . . . .	635 95		635 95	89 13	546 82 <sup>a</sup>
Sch. com'r's salaries. . . . .	72 20	28 500	28 572 20	28 408 86	73 34 <sup>a</sup>
Acad. and union schools . . . .	10 489 03	650 000	669 489 03	669 489 03	
Emergency fund Capitol fire. . . .	18 306 29	15 000	33 306 29	29 214 85	4 091 44
District superintendents' salaries		186 300	186 300	186 183 87	116 13
District superintendents' expenses		46 575	46 575	35 199 26	11 375 74
Special institutes . . . . .		2 000	2 000		2 000
Total. . . . .	\$54 424 62	\$6 124 875	\$6 179 299 62	\$6 130 180 45	\$49 119 17

<sup>a</sup> Will lapse to State treasury.<sup>b</sup> \$106.96 lapsed to State treasury.

## Summary of financial report for fiscal year ending September 30, 1912

Balance October 1, 1911. . . . .	\$306 082 10
New appropriations . . . . .	8 323 020 52

Total. . . . .	\$8 629 102 62
Expenditures . . . . .	7 571 631 03

Balance October 1, 1912. . . . .	\$1 057 471 59
----------------------------------	----------------

**Fees received during fiscal year ending September 30, 1912 and paid over to  
State Treasurer**

1911	
October.....	\$4 165 18
November..	1 395 52
December.....	2 907 14
1912	
January....	18 384 54
February.....	3 577 50
March.....	1 831 78
April.....	1 751 70
May.....	6 366 97
June.....	23 062 78
July.....	2 633 ..
August..	3 933 91
September	6 925 57
	<hr/>
	\$76 935 59
	<hr/>

**Sources from which fees were received during the fiscal year ending  
September 30, 1912**

Administration Division.....	\$126 ..
Certified public accountant examinations .....	3 205 ..
Certified shorthand reporters examinations.....	6 675 ..
Dental examinations.....	5 250 .
Educational Extension Division .....	1 314 19
General.....	9 954 ..
Library School.....	2 565 ..
Medical examinations.....	15 490 ..
Optometry examinations.....	105 ..
Pharmacy examinations .....	24 566 36
Registered nurse examinations.....	5 940 ..
Science Division.....	951 88
State Library.....	123 81
Veterinary examinations...	270 ..
Visual Instruction Division.....	399 35
	<hr/>
	\$76 935 59
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## EXHIBIT A

### ALL PUBLIC SCHOOLS

Table 1	Comparative statistics for all public schools
Table 2	Cost of maintaining schools
Table 3	Amount expended for teachers' wages
Table 4	Amount expended for schoolhouses, sites, furniture and repairs
Table 5	Aggregate value of schoolhouses and sites
Table 6	Amount expended for libraries
Table 7	Whole number of teachers employed
Table 8	Number of teachers employed at the same time for the legal term of school each year
Table 9	Average annual salaries of teachers
Table 10	Number of children of school age
Table 11	Number of children who have attended school at any time during the year
Table 12	Whole number of days of attendance
Table 13	Average daily attendance
Table 14	School terms
Table 15	Number of school districts
Table 16	Average value of schoolhouses and sites in the towns
Table 17	Arbor Day



TABLE I  
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIST.	CITIES	TOTAL
FINANCIAL				
Expended for teachers' salaries . . . . .	1912	\$8 184 359 34	\$31 081 104 88	\$39 265 464 22
	1911	7 812 554 96	28 357 255 69	36 169 810 65
		+371 804 38	+2 723 849 19	+3 095 653 57
Average annual salary of teachers	1912	\$465 71	\$1 167 62	\$888 50
	1911	451 72	1 102 45	838 88
		+13 99	+65 17	+49 62
Expended for buildings, sites, furniture, repairs etc.....	1912	\$744 650 72	\$6 647 478 80	\$7 392 129 52
	1911	887 059 73	5 799 385 65	6 686 445 38
		—142 409 01	+848 093 15	+705 684 14
Expended for school apparatus.. . . .	1912	\$167 920 74	\$340 724 08	\$508 644 82
	1911	59 389 20	55 921 66	115 310 86
		+108 531 54	+284 802 42	+393 333 96
Expended for school libraries . . . . .	1912	\$192 364 23	\$114 055 06	\$306 419 29
	1911	155 222 79	94 558 05	249 780 84
		+37 141 44	+19 497 01	+56 638 45
All other incidental expenses . . . . .	1912	\$3 415 981 84	\$8 175 336 69	\$11 591 318 53
	1911	3 218 664 51	6 798 127 08	10 016 791 59
		+197 317 33	+1 377 209 61	+1 574 526 94
Total expenditures . . . . .	1912	\$12 705 276 87	\$46 358 699 51	\$59 063 976 38
	1911	12 132 891 19	41 105 248 13	53 238 139 32
		+572 385 68	+5 253 451 38	+5 825 837 06
Average annual cost per pupil based on average daily attendance. . . . .	1912	\$39 09	\$55 18	\$50 70
	1911	37 57	50 66	46 93
		+1 52	+4 52	+3 77
Average annual cost per pupil based on registration.....	1912	\$30 08	\$44 79	\$40 53
	1911	28 65	40 58	37 06
		+1 43	+4 21	+3 47
SCHOOL DISTRICTS AND BUILDINGS				
Number of school districts .. . . .	1912	10 551	.. . . .	.. . . .
	1911	10 539	.. . . .	.. . . .
		+12	.. . . .	.. . . .
Number of schoolhouses .. . . .	1912	10 874	1 197	12 071
	1911	10 856	1 238	12 094
		+18	—41	—23
Value of schoolhouses and sites....	1912	\$32 330 636	\$163 795 406	\$196 126 042
	1911	29 829 855	158 969 841	188 799 696
		+2 500 781	+4 825 565	+7 326 346
Average value of schoolhouses and sites.	1912	\$2 973 21	\$136 838 27	\$16 247 70
	1911	2 747 78	128 408 60	15 611 02
		+225 43	+8 429 67	+636 68

TABLE I (continued)  
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIST.	CITIES	TOTALS
CENSUS AND ATTENDANCE				
Number of children of school age. . . . .	1912	469 898	1 673 682	2 143 585
	1911	467 785	1 619 060	2 086 840
		+2 113	+54 622	+56 735
Number of children between 5 and 18 years of age attending school (omitting duplicates).. . . . .	1912	415 930	1 026 209	1 442 139
	1911	417 461	1 004 382	1 421 843
		-1 531	+21 827	+20 296
Number of pupils over 18 years of age attending school (omitting duplicates)..	1912	6 511	8 741	15 252
	1911	6 093	8 644	14 737
		+418	+97	+515
Average daily attendance of children be- tween 5 and 18 years of age . . . . .	1912	320 080	833 372	1 153 461
	1911	318 391	805 020	1 123 411
		+1 698	+28 352	+30 050
Average daily attendance of pupils over 18 years of age . . . . .	1912	4 870	6 661	11 531
	1911	4 548	6 364	10 912
		+322	+297	+619
Average number of days each pupil attended. . . . .	1912	137	155	150
	1911	135	153	148
		+2	+2	+2
TEACHERS				
Number of licensed teachers employed for 160 days or more. . . . .	1912	17 574	26 619	44 193
	1911	17 395	25 722	43 117
		+179	+897	+1 076
Men. . . . .	1912	2 259	3 075	5 334
	1911	2 234	2 852	5 086
		+25	+223	+248
Women. . . . .	1912	16 769	24 893	41 662
	1911	16 369	23 911	40 280
		+400	+982	+1 382
Teachers employed dur- ing some portion of the year. . . . .	1912	19 028	27 968	46 996
	1911	18 603	26 763	45 366
		+425	+1 205	+1 630
LICENSES HELD				
State certificates. . . . .	1912	313	2 879	3 192
	1911	300	2 772	3 072
		+13	+107	+120
College graduate and college professional.	1912	1 478	1 837	3 315
	1911	1 329	1 751	3 080
		+149	+86	+235



TABLE I (concluded)  
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIST.	CITIES	TOTAL
LICENSES HELD (concluded)				
Normal diplomas.... .	1912	4 063	4 859	8 92
	1911	3 966	4 773	8 737
		+97	+86	+183
Training class and training school.. .	1912	6 115	7 937	14 052
	1911	5 946	7 070	13 016
		+169	+867	+1 036
Local and commissioner licenses.... .	1912	6 345	10 093	16 438
	1911	6 527	10 052	16 579
		-182	+41	-141
COMPULSORY ATTENDANCE				
Number of children committed to truant schools.....	1912	90	1 344	1 434
	1911	86	1 200	1 286
		+4	+144	+148
Number of children arrested by truant officers.....	1912	762	3 266	4 028
	1911	761	3 819	4 580
		+1	-553	-552
Number of parents prosecuted.....	1912	759	1 976	2 735
	1911	987	2 116	3 103
		-228	-140	-368
MISCELLANEOUS				
Average length of school term in days .	1912	169	195	169
	1911	169	194	169
		.....	+1	.....
Volumes in library.....	1912	2 121 441	1 170 610	3 292 051
	1911	1 995 451	1 174 342	3 169 793
		+125 990	-3 732	+122 258

TABLE 2  
Cost of maintaining schools

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887	\$8 340 117 77	+ \$461 520 47	\$5 420 551 80	+ \$14 162 46	\$13 760 660 57	+ \$475 682 93
1888	9 209 464 14	+ 869 346 37	5 771 377 33	+350 825 53	14 980 841 47	+1 220 171 90
1889	9 798 044 79	+ 588 580 65	6 078 800 12	+307 422 79	15 875 844 91	+ 896 003 44
1890	11 317 463 73	+1 519 418 94	6 075 007 88	+ 3 792 24	17 392 471 61	+1 515 626 70
1891	10 819 593 79	+ 467 869 94	6 325 241 50	+250 233 62	17 174 835 29	+ 217 636 32
1892	11 408 491 28	+ 558 897 49	6 795 496 76	+470 255 26	18 203 988 04	+1 029 152 75
1893	11 720 598 32	+ 312 107 04	7 200 647 35	+405 150 59	18 921 245 67	+ 717 257 63
1894	12 101 745 52	+ 381 147 20	7 206 825 57	+ 6 178 22	19 308 571 09	+ 387 325 42
1895	13 494 607 45	+1 302 861 93	7 456 066 67	+249 181 10	20 305 614 12	+1 042 043 03
1896	15 542 071 50	+2 047 464 95	7 631 759 40	+175 752 73	23 173 830 90	+2 228 216 78
1897	19 152 644 40	+3 610 572 90	7 537 212 31	+ 94 547 09	26 689 856 71	+3 516 026 22
1898	21 215 074 47	+2 062 430 07	7 260 797 41	+276 414 90	28 475 871 88	+1 786 015 17
1899	20 854 544 52	+ 360 529 95	7 198 445 97	+ 62 351 44	28 052 990 49	+ 422 881 39
1900	25 897 592 28	+5 043 047 76	7 523 899 09	+325 453 12	33 421 491 37	+5 368 500 88
1901	28 717 148 56	+2 199 556 28	7 678 120 96	+154 221 87	36 395 269 52	+2 973 778 15
1902	29 519 166 80	+ 802 018 24	7 849 851 08	+171 730 12	37 369 017 88	+ 973 748 36
1903	33 234 586 49	+3 715 419 69	8 183 509 36	+333 658 28	41 418 095 85	+4 049 077 97
1904	34 936 566 57	+1 701 980 08	8 813 710 26	+630 200 90	43 750 276 83	+2 332 180 98
1905	38 949 897 92	+1 762 475 70	8 853 774 41	+ 40 064 15	47 803 672 33	+4 053 395 50
1906	43 216 062 04	+4 266 164 12	9 053 798 79	+202 024 38	52 271 860 83	+4 468 188 50
1907	44 122 238 38	+ 906 176 34	9 806 437 48	+750 638 69	53 928 675 86	+1 056 815 03
1908	44 602 003 69	+ 479 765 31	10 650 345 50	+843 908 08	55 252 349 25	+1 323 673 39
1909	42 839 527 99	+ 762 475 70	11 123 355 42	+473 009 86	53 662 883 41	+1 289 405 84
1910	39 057 595 80	+3 781 932 19	11 607 936 73	+484 581 31	50 665 532 53	+3 297 350 88
1911	41 105 248 13	+2 047 652 33	12 132 891 19	+524 954 46	53 238 139 32	+2 572 606 70
1912	46 358 699 51	+5 253 451 38	12 705 276 87	+572 385 68	59 062 976 38	+5 825 837 06

TABLE 3  
Amount expended for teachers' wages

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887	\$5 415 202	+ \$178 472	\$3 891 222	+ \$25 685	\$9 306 425	+ \$204 157
1888	5 083 855	+ 268 653	3 992 236	+ 101 014	9 676 091	+ 369 666
1889	5 727 541	+ 43 686	4 007 062	+ 14 826	9 804 604	+ 128 513
1890	6 129 220	+ 401 688	4 292 942	+ 285 880	10 422 171	+ 617 567
1891	6 564 865	+ 435 136	4 448 620	+ 155 678	11 012 086	+ 590 815
1892	7 048 412	+ 484 047	4 572 653	+ 124 033	11 621 066	+ 608 080
1893	7 146 693	+ 98 281	4 736 401	+ 163 748	11 883 094	+ 262 028
1894	7 264 613	+ 117 920	4 788 404	+ 52 003	12 053 017	+ 169 923
1895	8 010 135	+ 745 522	4 898 699	+ 110 295	12 908 834	+ 855 817
1896	8 674 683	+ 664 548	4 944 544	+ 45 845	13 619 227	+ 710 393
1897	9 158 205	+ 483 522	5 001 854	+ 57 310	14 160 050	+ 540 832
1898	10 273 987	+1 115 782	4 882 291	+119 563	15 156 278	+ 996 219
1899	11 534 572	+1 260 585	4 950 075	+ 67 784	16 484 647	+ 1 328 369
1900	14 166 808	+2 632 236	5 052 085	+102 010	19 218 893	+ 2 734 246
1901	16 320 989	+2 154 181	5 183 630	+ 131 545	21 504 619	+ 2 285 726
1902	17 443 750	+1 122 760	5 272 587	+ 88 957	22 716 337	+ 1 211 718
1903	18 509 203	+1 065 453	5 461 063	+ 189 376	23 971 166	+ 1 254 829
1904	19 446 285	+ 937 082	5 709 398	+ 247 435	25 155 683	+ 1 184 517
1905	20 700 015	+1 253 730	5 862 073	+ 153 575	26 562 987	+ 1 407 304
1906	22 725 840	+2 025 825	6 035 906	+ 172 933	28 761 745	+ 2 198 758
1907	23 956 131	+1 230 291	6 448 346	+ 412 440	30 404 477	+ 1 642 732
1908	24 507 767	+ 551 636	6 830 703	+ 382 357	31 338 459	+ 933 992
1909	26 042 349	+1 534 582	7 162 309	+ 331 066	33 204 657	+ 1 866 188
1910	27 328 348	+1 285 999	7 473 255	+ 310 946	34 801 603	+ 1 596 946
1911	28 357 256	+1 028 008	7 812 555	+ 339 300	36 169 811	+ 1 368 208
1912	31 081 105	+2 723 849	8 184 359	+ 371 804	39 265 464	+ 3 095 653

TABLE 4  
Amount expended for schoolhouses, sites, furniture and repairs

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1886	\$1 405 773	...	\$870 681	...	\$2 276 454	...
1887	1 587 249	+ \$181 476	806 754	+ \$163 927	2 394 004	+ \$117 549
1888	1 855 433	+ 268 184	1 011 087	+ 204 333	2 806 521	+ 472 517
1889	2 538 025	+ 682 592	1 206 534	+ 195 417	3 744 559	+ 878 038
1890	3 034 917	+1 096 892	958 347	+ 248 187	4 593 264	+ 848 705
1891	2 707 165	— 927 752	998 798	+ 40 451	3 705 904	+ 887 300
1892	2 669 918	— 37 247	1 255 272	+ 256 474	3 925 191	+ 219 227
1893	2 688 966	+ 19 048	1 372 126	+ 116 854	4 061 092	+ 135 901
1894	2 916 950	+ 227 984	1 222 345	+ 149 781	4 139 295	+ 78 203
1895	3 493 724	+ 576 774	1 365 410	+ 143 065	4 859 135	+ 710 840
1896	4 410 055	+ 916 331	1 417 280	+ 51 870	5 827 330	+ 968 201
1897	7 226 700	+2 816 645	1 171 977	+ 245 393	8 398 677	+ 2 571 342
1898	7 553 570	+ 326 870	1 057 979	+ 113 998	8 611 549	+ 212 872
1899	5 521 923	— 2 031 647	895 993	— 161 986	6 417 900	+ 2 193 633
1900	7 518 250	+1 996 927	1 030 393	+ 134 400	8 548 643	+ 2 130 727
1901	7 414 827	— 103 422	971 531	— 58 862	8 386 358	+ 162 284
1902	7 092 179	— 322 647	1 007 503	+ 35 971	8 099 682	+ 286 675
1903	8 926 964	+1 834 785	984 959	+ 22 544	9 911 923	+ 1 812 241
1904	9 258 476	+ 331 512	1 211 477	+ 226 518	10 469 953	+ 558 030
1905	12 346 542	+3 088 066	775 357	+ 436 120	13 121 898	+ 2 051 944
1906	14 719 053	+2 372 511	701 815	+ 73 542	15 420 868	+ 2 298 970
1907	14 021 659	— 697 394	825 699	+ 123 883	14 847 357	+ 573 511
1908	13 301 191	— 720 468	929 023	+ 103 324	14 230 214	+ 617 143
1909	9 959 409	— 3 341 782	937 215	+ 8 192	10 896 624	+ 3 333 590
1910	4 927 376	— 5 032 033	889 453	— 47 762	5 816 829	+ 5 079 795
1911	5 799 386	+ 872 010	887 060	— 2 393	6 686 445	+ 869 617
1912	6 647 479	+ 848 093	744 651	— 142 409	7 392 130	+ 705 684

TABLE 5  
Aggregate value of schoolhouses and sites

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1895	\$39 361 473	...	\$14 038 543	...	\$53 400 016	...
1896	43 901 074	+ \$4 539 601	16 432 052	+ \$2 393 599	60 333 126	+ \$6 933 110
1897	49 784 983	+ 5 883 909	16 292 617	— 139 435	66 077 000	+ 5 744 474
1898	56 012 562	+ 6 227 579	15 819 949	+ 472 668	71 832 511	+ 5 754 911
1899	59 268 853	+ 3 256 291	15 884 762	+ 64 813	75 153 615	+ 3 321 104
1900	65 403 911	+ 6 195 058	16 304 584	+ 419 822	81 768 615	+ 6 614 880
1901	73 375 726	+ 4 911 815	16 916 688	+ 612 104	87 292 414	+ 5 523 919
1902	75 104 086	+ 4 728 360	17 103 387	+ 186 699	92 207 473	+ 4 915 059
1903	82 174 215	+ 7 070 129	17 494 020	+ 390 639	99 668 241	+ 7 460 768
1904	89 132 367	+ 6 958 152	18 420 797	+ 925 741	107 553 131	+ 7 884 893
1905	101 742 635	+12 610 268	19 970 032	+ 1 546 295	121 712 667	+14 159 533
1906	114 707 347	+12 964 712	21 330 069	+ 1 360 037	136 037 416	+14 324 749
1907	128 879 324	+14 171 977	23 438 141	+ 2 158 072	152 367 465	+18 330 049
1908	142 180 779	+13 301 455	25 275 813	+ 1 787 672	167 456 592	+15 089 127
1909	150 890 955	+ 8 710 176	26 842 317	+ 1 566 504	177 733 272	+10 276 680
1910	154 527 527	+ 3 636 572	28 489 881	+ 1 647 564	183 017 408	+ 5 281 136
1911	158 969 841	+ 4 442 314	29 829 835	+ 1 339 974	188 799 696	+ 5 782 288
1912	163 795 406	+ 4 825 565	32 330 636	+ 2 500 781	196 126 042	+ 7 326 346

TABLE 6  
Amount expended for libraries

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887	\$17 623	—\$3 123	\$22 098	+\$2 336	\$39 721	— \$787
1888	20 121	+ 2 498	24 733	+ 2 635	44 854	+ 5 133
1889	26 160	+ 6 039	23 582	— 1 151	49 742	+ 4 888
1890	22 426	— 3 734	27 463	+ 3 381	49 889	+ 147
1891	24 620	+ 2 194	27 538	+ 75	52 158	+ 2 269
1892	31 037	+ 6 417	30 782	+ 3 244	61 819	+ 9 661
1893	45 882	+14 845	48 468	+17 686	94 350	+ 32 531
1894	59 626	+13 744	58 554	+10 086	118 180	+ 23 830
1895	74 091	+14 465	58 848	+ 294	132 939	+ 14 759
1896	71 585	— 2 506	64 784	+ 5 936	136 369	+ 3 430
1897	95 074	+23 489	67 632	+ 2 848	162 706	+ 26 337
1898	86 368	— 8 706	78 601	+10 969	164 969	+ 2 263
1899	68 743	—17 625	72 956	— 5 645	141 690	— 23 270
1900	58 426	—10 317	83 732	+10 776	142 158	+ 459
1901	58 805	+ 379	82 078	— 1 654	140 883	— 1 274
1902	108 176	+49 370	81 035	+ 1 957	192 211	+ 51 327
1903	69 997	—38 179	88 298	+ 4 203	158 295	+ 33 916
1904	160 253	+90 256	98 295	+ 9 997	258 448	+100 253
1905	84 901	—75 352	142 037	+43 742	226 938	— 31 610
1906	91 068	+ 6 167	160 868	+18 831	251 936	+ 24 998
1907	86 472	— 4 596	132 258	—28 610	218 730	— 33 206
1908	86 765	+ 293	126 256	— 6 002	213 021	— 5 709
1909	123 073	+36 308	162 083	+35 827	285 156	+ 72 135
1910	120 910	— 2 163	167 822	+ 5 739	288 732	+ 3 576
1911	94 558	—26 352	155 223	—12 599	249 781	— 38 951
1912	114 055	+19 497	192 364	+37 141	306 419	+ 56 638

TABLE 7  
Whole number of teachers employed at any time

YEAR	MEN	IN- CREASE OR DE- CREASE	WOMEN	IN- CREASE OR DE- CREASE	CITIES	IN- CREASE OR DE- CREASE	TOWNS	IN- CREASE OR DE- CREASE	STATE	IN- CREASE OR DE- CREASE
1887	5 821	—131	25 497	+ 126	8 832	+ 307	22 486	— 314	31 318	— 7
1888	5 651	—170	26 075	+ 578	9 108	+ 276	22 618	+ 132	31 726	+ 408
1889	5 549	—102	26 438	+ 363	9 458	+ 350	22 529	— 89	31 987	+ 261
1890	5 358	—191	26 345	— 93	9 980	+ 522	21 723	— 806	31 703	— 284
1891	5 359	+ 1	26 623	+ 278	10 482	+ 502	21 500	— 223	31 982	+ 279
1892	5 292	— 67	26 869	+ 246	10 902	+ 420	21 259	— 241	32 161	+ 179
1893	5 068	—224	27 408	+ 539	11 162	+ 260	21 314	+ 55	32 476	+ 315
1894	5 096	+ 28	27 833	+ 425	11 751	+ 589	21 178	— 136	32 929	+ 453
1895	5 476	+380	30 148	+2 315	12 530	+ 779	23 094	+ 916	35 624	+2 695
1896	5 421	— 55	28 399	— 1 749	13 489	+ 959	20 331	— 2 763	33 820	— 1 804
1897	5 401	+ 40	28 924	+ 525	15 283	+ 1 794	19 102	— 1 229	34 385	+ 565
1898	5 254	—207	27 819	— 1 105	14 819	— 464	18 254	— 848	33 073	— 1 312
1899	5 405	+151	28 587	+ 768	16 116	+ 1 297	17 876	— 378	33 992	+ 919
1900	5 188	—217	29 660	+ 1 073	17 255	+ 1 139	17 593	— 283	34 848	+ 856
1901	5 147	— 41	30 444	+ 784	18 199	+ 944	17 392	— 201	35 591	+ 743
1902	5 060	— 87	31 576	+ 1 132	19 373	+ 1 174	17 263	— 129	36 036	+ 1 045
1903	4 999	—151	34 916	+3 340	22 037	+3 264	17 188	— 75	39 825	+3 189
1904	4 901	— 8	33 632	— 1 284	21 236	— 1 401	17 297	+ 109	38 533	— 1 292
1905	4 709	—192	34 372	+ 740	21 620	+ 384	17 461	+ 164	39 081	+ 548
1906	4 662	— 47	35 665	+ 1 293	22 811	+ 1 91	17 516	+ 55	40 327	+ 1 246
1907	4 770	+108	36 427	+ 762	23 421	+ 610	17 776	+ 260	41 297	+ 870
1908	4 996	+226	37 592	+ 1 165	24 662	+ 1 241	17 926	+ 150	42 588	+ 1 391
1909	5 023	+ 27	38 249	+ 657	25 198	+ 536	18 074	+ 148	43 272	+ 684
1910	5 156	+133	39 635	+ 1 386	26 280	+ 1 082	18 511	+ 437	44 791	+ 1 519
1911	5 086	— 70	40 280	+ 645	26 763	+ 483	18 603	+ 92	45 366	+ 575
1912	5 334	+248	41 662	+ 1 382	27 968	+ 1 205	19 028	+ 425	46 996	+ 1 630

TABLE 8

Number of teachers employed at the same time for the legal term of school in each year

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887 ...	7 881	+ 414	14 827	+ 54	22 708	+ 468
1888 ..	8 068	+ 187	14 966	+ 139	23 034	+ 326
1889 ...	8 317	+ 249	15 096	+ 130	23 413	+ 379
1890 ..	8 761	+ 444	15 074	- 22	23 835	+ 422
1891 .	9 126	+ 365	15 231	+ 157	24 357	+ 522
1892 ..	9 515	+ 389	15 369	+ 138	24 884	+ 527
1893 ...	9 812	+ 297	15 602	+ 233	25 414	+ 530
1894 ..	10 264	+ 452	15 632	+ 30	25 896	+ 482
1895 ...	10 624	+ 360	15 765	+ 133	26 689	+ 793
1896 ..	11 062	+ 438	15 982	+ 217	27 944	+ 1 255
1897 ...	12 718	+ 756	15 863	- 110	28 581	+ 637
1898 ..	13 819	+ 1 101	15 511	- 352	29 330	+ 749
1899 ...	14 050	+ 1 311	15 549	+ 38	30 499	+ 1 160
1900 ..	16 112	+ 1 162	15 656	+ 107	31 768	+ 1 269
1901 ...	16 713	+ 601	15 740	+ 84	32 453	+ 685
1902 ..	17 759	+ 1 046	15 631	- 109	33 390	+ 937
1903 ...	18 633	+ 874	15 820	+ 180	34 453	+ 1 063
1904 ..	19 445	+ 812	16 107	+ 287	35 552	+ 1 099
1905 ...	19 976	+ 531	16 139	+ 32	36 115	+ 563
1906 ..	20 843	+ 867	16 417	+ 278	37 260	+ 1 145
1907 ...	22 024	+ 1 181	16 633	+ 216	38 657	+ 1 397
1908 ..	23 213	+ 1 189	16 771	+ 138	39 984	+ 1 327
1909 ...	24 295	+ 1 082	16 936	+ 165	41 231	+ 1 247
1910 ..	24 995	+ 701	17 003	+ 67	41 999	+ 768
1911 ...	25 722	+ 726	17 395	+ 392	43 117	+ 1 118
1912 ..	26 619	+ 897	17 574	+ 179	44 193	+ 1 076

TABLE 9

Average annual salaries of teachers

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887 ...	\$687 12	— \$14 19	\$262 41	+ \$ 78	\$409 83	+ \$ 56
1888 ..	702 02	+ 15 80	266 75	+ 4 31	419 75	+ 9 92
1889 ...	688 65	— 14 27	270 07	+ 3 32	418 79	— 17 96
1890 ..	694 29	+ 5 64	285 49	+ 15 42	436 71	+ 17 92
1891 .	719 30	+ 25 01	292 10	+ 6 61	452 16	+ 15 45
1892 ..	710 76	+ 21 46	297 52	+ 5 42	467	+ 14 84
1893 ...	728 36	+ 12 40	303 57	+ 6 05	467 58	+ 58
1894 ..	707 77	— 20 59	306 32	+ 2 75	465 44	— 2 14
1895 ...	733 35	+ 25 58	310 73	+ 4 41	483 68	+ 18 24
1896 ..	725 19	+ 8 16	309 38	+ 1 35	487 37	+ 3 69
1897 ...	720 09	— 5 10	315 32	+ 5 94	495 43	+ 8 06
1898 ..	743 47	+ 23 38	314 76	— 56	495 43	+ 21 32
1899 ...	771 54	+ 28 07	318 35	+ 3 59	510 59	+ 15 43
1900 ..	879 27	+ 107 73	322 49	+ 4 14	540 59	+ 29 75
1901 ...	976 51	+ 97 27	329 35	+ 6 86	604 78	+ 64 28
1902 ..	982 25	+ 5 71	337 32	+ 7 97	662 61	+ 57 86
1903 ...	992 08	+ 9 83	345 26	+ 7 94	680 33	+ 17 69
1904 ..	1 000 07	+ 7 99	354 47	+ 9 21	695 76	+ 15 43
1905 ...	1 036 24	+ 36 17	363 28	+ 8 81	707 57	+ 11 81
1906 ..	1 090 33	+ 54 09	367 66	+ 4 38	735 51	+ 27 94
1907 ...	1 087 73	— 2 60	387 68	+ 20 02	771 92	+ 36 41
1908 ..	1 055 78	— 31 95	407 29	+ 19 61	783 78	+ 16 60
1909 ...	1 071 92	+ 16 14	422 90	+ 15 61	805 33	+ 21 55
1910 ..	1 093 31	+ 21 39	439 53	+ 16 63	828 63	+ 23 30
1911 ...	1 102 45	+ 9 14	451 72	+ 12 19	838 88	+ 10 25
1912 ..	1 167 62	+ 65 17	465 71	+ 13 99	888 50	+ 49 62

TABLE 10  
Number of children of school age

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887.....	968 144	+ 34 456	794 971	— 6 414	1 763 115	+ 28 042
1888.....	997 155	+ 29 011	775 803	— 10 168	1 772 958	+ 9 843
1889.....	1 029 411	+ 32 250	774 250	— 1 547	1 803 667	+ 30 709
1890.....	1 088 088	+ 58 677	750 508	— 17 748	1 844 596	+ 40 929
1891.....	1 074 630	— 13 458	747 143	— 9 365	1 821 773	— 22 823
1892.....	1 112 296	+ 37 666	733 223	— 13 920	1 845 519	+ 23 746
1893.....	1 166 794	+ 54 498	725 594	— 7 629	1 892 388	+ 46 869
1894.....	1 208 885	+ 42 071	723 440	— 2 154	1 932 325	+ 39 937
1895.....	1 251 328	+ 42 443	694 917	— 28 523	1 940 245	+ 13 920
1896.....	1 066 070	a—185 258	585 788	—109 129	1 051 858	—294 387
1897.....	1 113 899	+ 47 829	555 050	— 30 738	1 068 949	+ 17 091
1898.....	1 000 423	—113 476	518 385	— 36 665	1 518 808	—150 141
1899.....	1 039 906	+ 39 483	510 173	— 8 212	1 550 079	+ 31 271
1900.....	1 064 635	+ 24 729	505 018	— 5 155	1 569 653	+ 19 574
1901.....	1 123 817	+ 59 182	497 270	— 7 793	1 621 087	+ 51 434
1902.....	1 146 926	+ 23 109	483 776	— 13 494	1 630 702	+ 9 615
1903.....	1 264 431	+117 505	476 329	— 7 447	1 740 760	+110 058
1904.....	1 295 015	+ 30 584	465 971	— 10 358	1 760 986	+ 20 226
1905.....	1 331 615	+ 36 600	465 023	— 348	1 797 238	+ 36 252
1906.....	1 352 998	+ 21 383	469 416	+ 3 793	1 822 414	+ 25 176
1907.....	1 374 672	+ 21 674	466 966	— 2 450	1 841 638	+ 19 224
1908.....	1 407 084	+ 32 412	463 580	— 3 386	1 870 664	+ 29 026
1909.....	1 465 022	+ 57 938	461 913	— 1 667	1 926 935	+ 56 271
1910.....	1 558 493	+ 93 471	471 700	+ 9 787	2 030 193	+193 253
1911.....	1 619 060	+ 60 567	467 785	+ 3 915	2 086 845	+ 56 652
1912.....	1 673 682	+ 54 622	469 898	+ 2 113	2 143 580	+ 56 735

a School age changed from 5-21 to 5-18

TABLE 11  
Number of children who have attended school at any time during the year

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887.....	479 928	+22 107	557 889	—12 062	1 037 812	+10 045
1888.....	481 909	+ 1 981	551 360	— 6 529	1 033 269	+ 4 543
1889.....	488 203	+ 6 294	545 610	— 5 850	1 033 813	+ 5 544
1890.....	501 449	+13 246	540 711	— 4 899	1 042 160	+ 8 347
1891.....	513 066	+11 617	540 978	+ 267	1 054 044	+11 884
1892.....	538 660	+25 594	534 433	— 6 545	1 073 093	+19 049
1893.....	550 634	+11 974	532 594	— 1 839	1 083 228	+10 135
1894.....	589 303	+38 729	535 035	+ 3 041	1 124 998	+41 770
1895.....	616 613	+27 250	541 730	+ 6 095	1 158 589	+33 591
1896.....	653 698	+37 085	522 376	—19 354	1 176 074	+17 485
1897.....	685 803	+32 105	517 396	+ 4 980	1 203 199	+27 125
1898.....	691 543	+ 5 740	477 451	—39 945	1 168 094	—34 205
1899.....	720 532	+28 989	458 819	—13 632	1 179 351	+10 357
1900.....	755 359	+34 827	454 215	+ 4 604	1 209 574	+30 223
1901.....	795 994	+40 635	440 422	— 7 793	1 242 410	+32 842
1902.....	822 910	+36 916	435 715	—10 707	1 268 625	+26 209
1903.....	827 541	— 5 369	429 333	— 6 382	1 256 874	—11 751
1904.....	876 654	+49 113	423 411	— 5 922	1 300 065	+43 191
1905.....	882 087	+ 5 433	429 021	+ 5 610	1 311 108	+11 043
1906.....	907 438	+25 351	428 116	— 905	1 335 554	+24 440
1907.....	922 032	+14 594	421 347	— 6 769	1 343 379	+ 7 825
1908.....	945 120	+23 088	419 510	— 1 837	1 364 639	+ 21 251
1909.....	962 902	+17 782	423 810	+ 4 300	1 386 712	+22 082
1910.....	992 866	+29 964	424 431	+ 621	1 417 297	+30 585
1911.....	1 013 026	+20 160	423 554	— 877	1 430 580	+19 283
1912.....	1 034 950	+21 924	422 441	— 1 113	1 457 391	+20 811

TABLE 12  
Whole number of days of attendance

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1900 .	105 469 110	+	53 970 035	—	159 439 145	....
1901 . .	109 588 119	+ 4 119 009	52 948 859	— I 021 176	162 536 978	+ 3 097 833
1902 .	115 473 937	+ 5 885 818	53 466 762	+ 517 903	168 949 999	+ 6 493 721
1903 .	121 043 469	+ 5 169 532	53 474 548	+ 7 786	175 118 017	+ 6 177 318
1904 . .	126 425 264	+ 4 781 795	53 535 499	+ 60 951	179 966 763	+ 4 842 746
1905 .	131 749 368	+ 5 324 194	55 425 280	+ I 889 781	187 174 048	+ 7 213 885
1906 .	135 384 798	+ 3 635 430	56 727 005	+ I 301 725	192 111 803	+ 4 937 155
1907 . .	138 801 659	+ 3 416 861	56 359 193	— 367 812	195 166 852	+ 3 049 010
1908 . .	146 591 017	+ 7 790 258	56 207 881	— 151 309	202 799 801	+ 7 638 919
1909 . .	148 032 384	+ 2 040 467	57 374 861	+ I 166 977	206 007 245	+ 3 207 444
1910 . . .	152 240 398	+ 3 608 014	57 491 862	+ 117 001	209 732 260	+ 3 725 015
1911 . . .	154 705 825	+ 2 465 427	57 300 801	— 191 061	212 006 626	+ 2 271 366
1912 . . . .	160 506 322	+ 5 800 497	57 979 093	+ 678 292	218 485 415	+ 6 478 789

TABLE 13  
Average daily attendance

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1887 . . . . .	312 446	+ 7 779	313 164	— 7 982	625 610	— 203
1888 . . . . .	318 703	+ 6 317	311 832	— 1 332	630 595	+ 4 985
1889 . . . . .	324 337	+ 5 574	313 130	+ 1 318	637 487	+ 6 892
1890 . . . . .	336 018	+ 11 681	306 966	— 6 184	642 984	+ 5 497
1891 . . . . .	344 609	+ 8 591	305 408	— 1 558	650 017	+ 7 033
1892 . . . . .	361 767	+ 17 158	303 807	+ 1 601	665 574	+ 15 557
1893 . . . . .	371 551	+ 9 784	316 546	+ 12 739	688 097	+ 22 523
1894 . . . . .	407 055	+ 36 404	313 108	— 3 438	721 063	+ 32 966
1895 . . . . .	429 114	+ 21 159	328 580	+ 15 472	757 694	+ 36 631
1896 . . . . .	454 190	+ 25 176	317 864	— 10 716	772 954	+ 14 360
1897 . . . . .	488 068	+ 33 878	332 186	+ 14 322	820 254	+ 48 200
1898 . . . . .	508 412	+ 20 344	319 240	— 12 946	827 652	+ 7 398
1899 . . . . .	540 657	+ 38 245	392 773	— 16 467	849 430	+ 21 778
1900 . . . . .	551 688	+ 5 031	395 800	+ 3 027	857 488	+ 8 058
1901 . . . . .	575 741	+ 24 053	297 416	— 8 384	873 157	+ 15 669
1902 . . . . .	608 730	+ 32 980	299 671	+ 2 255	908 401	+ 35 244
1903 . . . . .	630 855	+ 22 125	297 480	— 2 191	928 335	+ 19 934
1904 . . . . .	661 241	+ 30 386	302 539	+ 5 059	963 780	+ 35 445
1905 . . . . .	686 642	+ 25 401	399 791	+ 7 252	996 433	+ 32 653
1906 . . . . .	705 743	+ 19 101	312 609	+ 2 818	I 018 352	+ 21 910
1907 . . . . .	722 604	+ 16 861	310 466	— 2 143	I 033 070	+ 14 718
1908 . . . . .	750 264	+ 27 660	312 307	+ 1 841	I 062 571	+ 29 501
1909 . . . . .	782 897	+ 32 633	322 650	+ 10 343	I 105 547	+ 42 976
1910 . . . . .	795 066	+ 12 169	323 007	+ 357	I 118 073	+ 12 526
1911 . . . . .	811 384	+ 16 318	322 939	— 68	I 131 323	+ 16 250
1912 . . . . .	840 033	+ 28 649	324 959	+ 2 020	I 161 092	+ 30 669

TABLE 14  
School terms

YEAR	AVERAGE LENGTH OF SCHOOL TERM IN THE STATE BY WEEKS
1886 . . . . .	33 6
1887 . . . . .	33 8
1888 . . . . .	33 3
1889 . . . . .	33 4
1890 . . . . .	35 7
1891 . . . . .	35 3
1892 . . . . .	35.5
1893 . . . . .	35.3
1894 . . . . .	35
1895 . . . . .	35 1
1896 . . . . .	35
1897 . . . . .	34 8
1898 . . . . .	35 2
1899 . . . . .	35 4
1900 . . . . .	35
1901 . . . . .	35.4
1902 . . . . .	35 4
1903 . . . . .	35 4
1904 . . . . .	35 4
1905 . . . . .	35 2
1906 . . . . .	35 6
1907 . . . . .	35 4
1908 . . . . .	35 4
1909 . . . . .	35 4
1910 . . . . .	35 2
1911 . . . . .	33 8
1912 . . . . .	33 8

TABLE 15  
Number of school districts

YEAR	DISTRICTS	INCREASE OR DECREASE
1886 . . . . .	11 262	+ 8
1887 . . . . .	11 253	— 9
1888 . . . . .	11 245	— 8
1889 . . . . .	11 238	— 7
1890 . . . . .	11 216	— 22
1891 . . . . .	11 196	— 20
1892 . . . . .	11 180	— 16
1893 . . . . .	11 161	— 19
1894 . . . . .	11 121	— 40
1895 . . . . .	11 089	— 32
1896 . . . . .	11 047	— 42
1897 . . . . .	10 965	— 82
1898 . . . . .	10 864	— 101
1899 . . . . .	10 823	— 41
1900 . . . . .	10 791	— 32
1901 . . . . .	10 741	— 50
1902 . . . . .	10 690	— 51
1903 . . . . .	10 683	— 7
1904 . . . . .	10 651	— 32
1905 . . . . .	10 625	— 26
1906 . . . . .	10 626	+ 1
1907 . . . . .	10 620	— 6
1908 . . . . .	10 595	— 25
1909 . . . . .	10 592	— 3
1910 . . . . .	10 565	— 27
1911 . . . . .	10 539	— 26
1912 . . . . .	10 551	+ 12

TABLE 16  
Average value of schoolhouses and sites in the towns

YEAR	VALUE	INCREASE OR DECREASE
1886 . . . . .	\$1 052 80	+\$14 12
1887 . . . . .	1 061 67	+ 8 87
1888 . . . . .	1 084 83	+ 23 16
1889 . . . . .	1 145 58	+ 60 75
1890 . . . . .	1 191 03	+ 45 45
1891 . . . . .	1 700 92	+508 89
1892 . . . . .	1 296 54	—404 38
1893 . . . . .	1 384 59	+ 88 05
1894 . . . . .	1 402 81	+ 18 22
1895 . . . . .	1 266 89	—135 92
1896 . . . . .	1 458 .	+191 11
1897 . . . . .	1 463 32	+ 5 32
1898 . . . . .	1 438 83	— 24 49
1899 . . . . .	1 445 12	+ 6 29
1900 . . . . .	1 484 66	+ 39 54
1901 . . . . .	1 545 47	+ 60 81
1902 . . . . .	1 570 70	+ 25 23
1903 . . . . .	1 614 58	+ 43 88
1904 . . . . .	1 701 37	+ 86 79
1905 . . . . .	1 833 03	+132 26
1906 . . . . .	1 959 76	+126 13
1907 . . . . .	2 155 27	+195 51
1908 . . . . .	2 319 31	+164 04
1909 . . . . .	2 470 30	+150 99
1910 . . . . .	2 618 31	+148 01
1911 . . . . .	2 747 78	+129 47
1912 . . . . .	2 973 21	+225 43



TABLE 17

## Arbor Day

Number of school districts in the State reporting and number of trees planted

YEAR	NUMBER OF DISTRICTS REPORTING	NUMBER OF TREES PLANTED
1890.....	8 106	27 097
1891.....	8 956	25 786
1892.....	8 809	20 622
1893.....	8 783	15 973
1894.....	9 057	16 524
1895.....	8 450	15 073
1896.....	9 823	16 569
1897.....	9 921	17 795
1898.....	9 885	18 429
1899.....	9 883	16 357
1900.....	10 251	15 045
1901.....	9 803	16 701
1902.....	9 893	19 320
1903.....	9 793	15 099
1904.....	9 827	13 829
1905.....	9 531	12 783
1906.....	9 641	11 752
1907.....	10 037	11 492
1908.....	9 621	11 726
1909.....	9 443	13 565
1910.....	9 550	12 886
1911.....	9 326	12 855
1912.....	9 400	12 242



## EXHIBIT B

### ALL PUBLIC SCHOOLS

Table 1	Apportionment of school moneys
Table 2	Buildings, property and library
Table 3	Teachers and census
Table 4	Registration and attendance of pupils
Table 5	Financial statements showing receipts
Table 6	Financial statement showing expenditures
Table 7	Miscellaneous and compulsory attendance
Table 8	Indian schools
Table 9	Evening schools
Table 10	Bonded indebtedness
Table 11	Average attendance and cost per pupil



TABLE I  
Apportionment of school moneys for the year 1912

COUNTY	NUMBER OF QUOTAS						VOCATIONAL SCHOOLS	APPORTIONMENT FOR TEACHERS' WAGES	SUPERVISION	TOTAL
	Of \$200 each	Of \$175 each	Of \$150 each	Of \$125 each	Of \$100 each	Partial				
Albany.....	11	36	18	77	67	3		\$27 982 ..		\$27 982 ..
Allegany.....	24	100	48	73	149	..		53 525 ..		53 525 ..
Broome.....	28	87	33	55	87	3		41 774 ..		41 774 ..
Cattaraugus ..	29	97	60	91	279	5		71 602 50	\$1 600	73 202 50
Cayuga.....	1	35	59	126	63	2		37 468 ..		37 468 ..
Chautauqua....	20	102	50	104	205	1		63 045 ..	800	63 845 ..
Chemung.....	24	36	16	35	49	..		22 775 ..		22 775 ..
Chenango.....	43	100	45	64	114	1		52 290 ..	800	53 090 ..
Clinton.....	97	43	21	24	78	2		41 221 95		41 221 95
Columbia.....	2	26	29	93	66	1		27 665 ..		27 665 ..
Cortland.....	32	53	23	35	41	1		27 749 ..		27 749 ..
Delaware.....	122	122	50	47	134	2		72 667 51		72 667 51
Dutchess.....	1	16	31	133	142	2		38 679 ..		38 679 ..
Erie.....	1	28	43	197	229	..	\$500	59 575 ..		59 575 ..
Essex.....	61	42	20	34	115	3		38 500 ..		38 500 ..
Franklin.....	52	67	25	34	167	..		46 825 ..	1 600	48 425 ..
Fulton.....	36	25	21	17	20	..		18 850 ..		18 850 ..
Genesee.....		10	8	105	112	..		27 275 ..	800	28 075 ..
Greene.....	39	41	21	42	78	..		31 175 ..	800	31 975 ..
Hamilton.....	4	5	6	20	19	..		6 975 ..		6 975 ..
Herkimer.....	15	45	42	77	159	2		42 825 ..	1 600	44 425 ..
Jefferson.....	15	75	96	160	165	2		67 235 ..		67 235 ..
<sup>a</sup> Kings.....										
Lewis.....	64	72	38	33	58	1		41 075 ..		41 075 ..
Livingston.....	3	20	25	120	104	3		33 400 ..		33 400 ..
Madison.....	13	63	53	67	111	2		41 328 64		41 328 64
Monroe.....			7	193	155	..		40 675 ..		40 675 ..
Montgomery...	1	11	22	75	69	..		21 700 ..		21 700 ..
Nassau.....				60	447	..		52 200 ..	3 200	55 400 ..
<sup>a</sup> New York.....										
Niagara.....		4	19	131	48	..		24 725 ..		24 725 ..
Oneida.....	98	103	54	94	178	4		75 612 50		75 612 50
Onondaga.....	4	20	48	181	231	1	978 95	58 227 95	800	59 027 95
Ontario.....	5	33	21	129	173	3		43 610 63	1 600	45 210 63
Orange.....		17	20	121	231	1		45 550 ..	800	46 350 ..
Orleans.....			19	105	99	..		25 875 ..	1 600	27 475 ..
Oswego.....	52	102	61	60	82	..		53 100 ..		53 100 ..
Otsego.....	47	128	49	66	104	6		58 633 41		58 633 41
Putnam.....	3	6	7	38	38	..		11 250 ..		11 250 ..
<sup>a</sup> Queens.....										
Rensselaer.....	28	24	22	86	128	1		36 695 ..	1 600	38 295 ..
<sup>a</sup> Richmond.....										
Rockland.....		1	2	45	181	..		24 200 ..	1 600	25 800 ..
St Lawrence....	50	136	110	177	197	1		92 290 ..		92 290 ..
Saratoga.....	44	41	40	69	212	1		51 921 09	2 400	54 321 09
Schenectady....	2	13	15	30	42	..		12 875 ..		12 875 ..
Schoharie.....	37	61	27	53	46	1		33 545 52		33 545 52
Schuyler.....	17	37	17	31	20	3		19 534 ..		19 534 ..
Seneca.....			9	82	66	..		18 200 ..	800	19 000 ..
Steuben.....	31	135	92	108	273	7		85 016 25	2 400	87 416 25
Suffolk.....				130	399	..		56 150 ..	1 600	57 750 ..
Sullivan.....	72	58	18	26	70	..		37 500 ..		37 500 ..
Tioga.....	18	55	34	42	91	1	500	33 357 ..	1 600	34 957 ..
Tompkins.....	10	41	40	55	49	3		27 319 80		27 319 80
Ulster.....	59	48	32	80	115	..		46 500 ..		46 500 ..
Warren.....	62	21	9	20	95	..		20 425 ..	800	20 225 ..
Washington....	16	72	62	72	164	1		50 600 60	1 600	52 200 60
Wayne.....		16	60	130	160	2		44 281 62	800	45 081 62
Westchester....		1	2	119	595	..		74 850 ..	6 400	81 250 ..
Wyoming.....	3	38	42	85	96	..		33 775 ..		33 775 ..
Yates.....		14	30	58	45	2		18 993 ..	800	19 793 ..
Total ..	1396	2582	1880	1614	7 719	73	\$1 978 95	\$2 371 679 97	\$38 400	\$2 410 079 97

<sup>a</sup> Apportioned to New York City.

TABLE I (concluded)  
Apportionment of school moneys for the year 1912

CITY	NUMBER OF QUOTAS						VOCATIONAL SCHOOLS	APPORTIONMENT FOR TEACHERS' WAGES	SUPERVISION	TOTAL
	Of \$200 each	Of \$175 each	Of \$150 each	Of \$125 each	Of \$100 each	Partial				
Albany.....				2	346		\$2 273 65	\$37 123 65	\$800	\$37 923 65
Amsterdam.....				1	99			10 025 ..	800	10 825 ..
Auburn.....				1	144			14 525 ..	800	15 325 ..
Binghamton.....				1	219			22 025 ..	800	22 825 ..
Buffalo.....				1	1537		3 166 32	156 991 32	800	157 791 32
Cohoes.....				1	65			6 025 ..	800	7 425 ..
<i>b</i> Corning.....										
Cortland.....				1	42			4 325 ..	800	5 125 ..
Dunkirk.....				1	69			7 025 ..	800	7 825 ..
Elmira.....				1	162			16 325 ..	800	17 125 ..
Fulton.....				1	52			5 325 ..	800	6 125 ..
<i>c</i> Geneva.....										
<i>d</i> Glens Falls.....				1	86		500	9 225 ..	800	10 025 ..
Gloversville.....				1						
<i>b</i> Hornell.....										
Hudson.....				1	36		700	4 425 ..	800	5 225 ..
Ithaca.....				1	70			7 125 ..	800	7 925 ..
Jamestown.....				1	145			14 725 ..	800	15 525 ..
Johnstown.....				1	50			5 325 ..	800	6 125 ..
Kingston.....				1	107			10 825 ..	800	11 625 ..
Lackawanna.....				1	37			3 825 ..	800	4 625 ..
Little Falls.....				1	39			4 025 ..	800	4 825 ..
Lockport.....				1	90			7 125 ..	800	7 925 ..
Middletown.....				1	182			18 225 ..	800	19 025 ..
Mount Vernon.....				1	150			16 025 ..	800	16 825 ..
New Rochelle.....				1	008		10 600	1 811 525	800	1 812 325
New York.....				18	117			11 825 ..	800	12 625 ..
Newburgh.....				1	164			16 525 ..	800	17 325 ..
Niagara Falls.....				1	61			6 225 ..	800	7 025 ..
North Tonawanda.....				1	57			5 825 ..	800	6 625 ..
Ogdensburg.....										
<i>e</i> Olean.....										
Oneida.....				1	36			3 725 ..	800	4 525 ..
Oneonta.....				1	42			4 325 ..	800	5 125 ..
Oswego.....				1	89			9 025 ..	800	9 825 ..
Plattsburg.....				1	41			4 225 ..	800	5 025 ..
<i>f</i> Port Jervis.....										
Poughkeepsie.....				1	94			9 525 ..	800	10 325 ..
Rensselaer.....				1	53			5 425 ..	800	6 225 ..
Rochester.....				1	786		3 507 38	82 232 38	800	83 032 38
Rome.....				1	64			6 525 ..	800	7 325 ..
Schenectady.....				1	337		1 400 ..	35 225 ..	800	36 025 ..
Syracuse.....				1	559			56 025 ..	800	56 825 ..
Tonawanda.....				1	44			4 525 ..	800	5 325 ..
Troy.....				1	224			22 525 ..	800	23 325 ..
Utica.....				1	317			31 825 ..	800	32 625 ..
Watertown.....				1	146			14 725 ..	800	15 525 ..
Watervliet.....				1	60			6 125 ..	800	6 925 ..
Yonkers.....				1	354		2 560 52	38 085 52	800	38 885 52
Total for cities.....				44	25 459		\$24 707 87	\$2 576 107 87	\$34 400	\$2 610 507 87
Total for counties.....	1396	2582	1880	4614	7 719		1 978 95	2 371 670 97	38 400	2 410 070 97
State.....	1396	2582	1880	4658	33 178		\$26 686 82	\$4 917 778 84	\$72 800	\$5 020 578 84
Indians.....										\$5 250 ..
Contingent fund.....										10 000 ..
Total for State.....	1396	2582	1880	4658	33 178		\$26 686 82	\$4 947 778 84	\$72 800	\$5 035 828 84

*b* Included in the apportionment to Steuben county.

*c* Included in the apportionment to Ontario county.

*d* Included in the apportionment to Warren county.

*e* Included in the apportionment to Cattaraugus county.

*f* Included in the apportionment to Orange county.

TABLE 2  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Albany co., 1st sup'y'y dist.	44	.....	33	11	1	45	\$16 410	\$112 233	\$1 797	\$4 973	\$605	\$136 018	7 946	478
Elementary schools.....	2	.....	.....	.....	.....	2	2 500	23 000	1 206	990	.....	27 696	1 003	40
Secondary schools.....	44	.....	33	11	1	45	18 910	135 233	3 003	5 963	605	163 714	8 949	518
Total.....														
2d sup'y'y dist.	65	.....	63	1	1	65	3 970	34 760	1 620	3 765	357	44 472	6 358	2 011
Elementary schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary schools.....	65	.....	63	1	1	65	3 970	34 760	1 620	3 765	357	44 472	6 358	2 011
Total.....														
3d sup'y'y dist.	37	.....	22	15	2	39	19 875	151 824	2 285	5 881	2 565	182 430	9 142	150
Elementary schools.....	.....	.....	.....	.....	.....	.....	400	5 670	780	960	.....	7 810	900	15
Secondary schools.....	37	.....	22	15	2	39	20 275	157 494	3 065	6 841	2 565	190 240	10 042	165
Total.....														
Allegany co., 1st sup'y'y dist.	60	.....	60	.....	.....	60	5 375	40 617	2 525	4 933	1 231	54 681	6 506	1 226
Elementary schools.....	2	.....	2	.....	.....	2	1 250	7 000	1 109	650	75	10 144	550	.....
Secondary schools.....	60	.....	60	.....	.....	60	6 625	47 617	3 694	5 583	1 306	64 825	7 056	1 226
Total.....														
2d sup'y'y dist.	43	.....	40	3	.....	43	6 175	84 575	3 552	3 867	740	98 909	6 471	931
Elementary schools.....	.....	.....	.....	.....	.....	.....	2 800	46 600	2 660	3 137	.....	55 197	3 601	255
Secondary schools.....	43	.....	40	3	.....	43	8 975	131 175	6 212	7 004	740	154 106	10 072	1 186
Total.....														
3d sup'y'y dist.	47	.....	44	3	.....	47	7 655	80 965	2 823	5 576	1 040	98 059	7 377	974
Elementary schools.....	4	.....	4	.....	.....	4	2 100	20 600	1 970	2 271	.....	27 563	2 360	60
Secondary schools.....	47	.....	44	3	.....	47	9 755	101 565	4 703	7 847	1 662	125 622	9 737	1 043
Total.....														

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
<i>Allegany co. (concluded)</i>														
4th sup'y'y dist.	51	.....	48	.....	3	51	\$4 374	\$52 108	\$1 714	\$4 162	\$438	\$62 796	5 746	835
Elementary schools.....	3	.....	.....	.....	3	3	1 416	19 617	1 500	1 602	.....	24 135	1 430	125
Secondary schools.....	51	.....	48	.....	3	51	5 790	71 725	3 214	5 764	438	86 931	7 176	960
Total.....														
<i>5th sup'y'y dist.</i>														
Elementary schools.....	44	.....	40	.....	7	47	16 345	109 155	2 546	3 731	2 870	134 647	6 639	512
Secondary schools.....	4	.....	2	.....	2	4	9 750	106 800	6 000	2 558	1 077	126 185	2 930	105
Total.....	44	.....	41	.....	7	48	26 095	215 955	8 546	6 289	3 947	260 832	9 569	617
<i>Broome co., 1st sup'y'y dist.</i>														
Elementary schools.....	47	.....	47	.....	.....	47	4 795	39 510	1 601	2 857	1 255	50 018	5 319	402
Secondary schools.....	1	.....	.....	.....	.....	1	700	6 000	600	1 500	.....	8 800	2 537	55
Total.....	47	.....	47	.....	.....	47	5 495	45 510	2 201	4 357	1 255	58 818	7 856	457
<i>2d sup'y'y dist.</i>														
Elementary schools.....	53	.....	53	.....	1	54	4 935	37 035	2 027	3 633	418	48 048	6 286	341
Secondary schools.....	81	.....	.....	.....	1	82	5 500	3 130	755	4 000	25	6 830	771	15
Total.....	53	.....	53	.....	1	54	5 435	42 185	2 782	4 033	443	54 878	7 057	356
<i>3d sup'y'y dist.</i>														
Elementary schools.....	48	.....	46	.....	4	50	15 825	118 175	2 350	3 457	690	140 497	5 587	264
Secondary schools.....	2	.....	.....	.....	2	2	2 500	31 150	1 175	2 350	100	27 275	2 099	72
Total.....	48	.....	46	.....	4	50	18 325	139 325	3 525	5 807	790	167 772	7 686	336
<i>4th sup'y'y dist.</i>														
Elementary schools.....	55	.....	54	.....	1	55	6 275	47 740	1 707	2 523	342	58 587	4 844	285
Secondary schools.....	3	.....	2	.....	1	3	1 850	19 305	1 175	1 625	55	16 805	1 913	63
Total.....	55	.....	54	.....	1	55	8 125	60 045	2 871	4 148	397	75 392	6 757	348



Cayuga co., 1st sup'y's dist.												
62	59	3	1	62	7 407	73 651	2 091	5 711	528	89 695	8 311	1 000
4	1	2	1	4	1 890	34 875	2 005	2 635	20	41 335	2 301	101
62	59	3	1	63	0 207	108 521	4 091	8 351	845	131 027	10 922	1 101
Total.....												
2d sup'y's dist.												
50	49	3	3	52	7 205	65 107	2 569	5 300	1 005	81 196	9 295	881
3	3	3	3	3	1 400	16 804	1 155	2 110	40	21 505	2 031	103
50	49	3	3	52	8 605	81 902	3 724	7 416	1 045	102 695	12 138	984
Total.....												
3d sup'y's dist.												
62	65	7	...	72	14 694	180 873	3 212	8 699	596	208 074	12 811	1 307
5	5	5	...	5	6 636	58 935	4 000	3 974	25	73 570	5 671	158
62	65	7	...	72	21 330	239 808	7 212	12 673	621	281 644	18 481	1 465
Total.....												
4th sup'y's dist.												
55	51	5	...	56	8 488	86 576	3 965	5 107	745	104 881	8 661	1 231
5	1	4	...	5	2 582	34 267	3 804	3 531	127	44 311	6 082	144
55	51	5	...	56	11 070	120 843	7 766	8 638	872	149 192	14 751	1 375
Total.....												
5th sup'y's dist.												
53	50	3	1	54	7 575	74 725	1 300	5 468	203	89 271	7 786	1 257
2	1	1	...	2	1 730	5 190	1 050	995	30	9 147	1 187	30
53	50	3	1	54	9 325	79 915	2 350	6 463	365	98 418	8 973	1 287
Total.....												
Cayuga co., 1st sup'y's dist.												
50	46	3	1	50	5 265	38 017	1 390	3 707	212	48 591	6 271	396
2	...	2	...	2	5 700	10 143	350	1 155	10	6 788	1 228	105
50	46	3	1	50	5 703	42 100	2 340	4 862	222	55 349	7 496	501
Total.....												
2d sup'y's dist.												
45	28	15	2	45	8 820	73 315	1 627	4 592	107	88 371	9 902	668
3	...	3	...	3	3 550	25 168	1 750	1 645	...	32 108	2 040	113
45	28	15	2	45	12 370	98 481	3 377	6 144	107	120 479	9 062	781
Total.....												
3d sup'y's dist.												
43	28	11	3	42	10 350	68 575	2 535	3 810	1 325	86 705	5 554	697
2	...	2	...	2	4 500	5 900	1 580	1 000	...	8 880	917	112
43	28	11	3	42	10 800	74 475	4 065	4 810	1 525	95 675	6 471	709
Total.....												
4th sup'y's dist.												
40	40	...	...	40	3 020	21 900	1 085	2 927	50	28 982	5 888	538
...	...	...	...	...	...	...	...	...	...	...	...	...
40	40	...	...	40	3 020	21 900	1 085	2 927	50	28 982	5 888	538
Total.....												
5th sup'y's dist.												
45	44	2	...	46	3 835	45 750	1 836	3 930	685	55 836	7 053	740
1	...	1	...	1	4 430	11 000	1 800	1 250	...	14 500	1 111	75
45	44	2	...	46	4 035	56 750	3 636	5 180	685	70 336	8 164	785
Total.....												

TABLE 2 (continued)

[illegible]









2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	60 6 60	51 3 51	8 2 8	3 1 3	62 6 62	8 015 2 080 10 095	84 168 33 662 117 830	2 833 2 812 5 645	3 446 4 270 7 716	682 280 962	99 144 43 104 142 248	5 686 253 9 768	307
3d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	47 3 47	43 3 43	3 1 3	46 46 46	7 125 10 183 7 745	70 207 10 183 80 480	2 609 1 688 4 297	3 725 1 636 5 361	84 208 14 127 98 335	6 831 1 043 8 474	273 92 365		
Franklin co., 1st sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	72 2 72	1 2 1	4 2 5	1 1 1	83 2 84	13 686 12 429 26 115	162 131 70 947 233 078	3 166 1 791 4 957	8 406 5 272 13 678	1 025 41 1 025	188 414 6 410 278 853	13 212 9 641 1 704	1 753 1 704
2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	24 2 24	38 1 38	2 1 2	40 40 40	29 105 10 450 39 555	117 247 22 100 139 347	2 591 2 000 4 691	3 510 2 200 5 710	155 838 39 900 195 738	6 963 3 486 10 449	442 320 762		
3d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	44 2 44	43 2 43	1 2 1	44 44 44	3 350 3 850 3 850	41 825 7 273 49 100	1 165 1 500 1 995	3 235 1 500 4 555	50 045 1 206 59 945	5 420 1 206 6 716	353 100 453		
4th sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	38 3 38	39 4 39	2 2 2	43 43 43	4 535 1 625 6 060	42 572 16 921 59 493	1 324 3 171 4 495	3 469 2 093 6 402	6 329 24 550 76 837	6 329 3 306 9 635	592 83 675		
Fulton co., 1st sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	54 54 54	54 54 54	54 54 54	54 54 54	3 700 3 700 3 700	31 160 31 160 31 160	1 633 1 633 1 633	2 814 2 814 2 814	39 550 39 550 39 550	4 818 4 818 4 818	172 172 172		
2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	45 3 45	43 1 43	2 2 2	45 45 45	3 960 525 4 485	44 453 8 477 52 960	1 583 887 2 470	1 018 1 320 3 238	52 140 10 63 359	3 530 30 5 335	191 30 221		
Genesee co., 1st sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	62 5 62	59 2 59	4 2 4	69 69 69	28 069 19 060 47 129	233 990 103 480 337 470	5 846 2 851 8 697	11 002 14 867 25 869	37 240 20 692 57 932	23 098 6 846 29 944	268 105 373		
2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	61 5 61	57 4 57	2 1 2	61 61 61	19 809 6 020 26 423	129 880 39 823 169 703	4 021 4 130 8 151	8 146 3 516 11 662	167 206 54 414 221 620	11 614 12 323 16 130	710 824 834		





3d sup'v'y dist.	Elementary schools.....	52	...	48	4	2	54	17 225	148 345	1 849	5 132	1 148	173 696	9 165	766
	Secondary schools.....	2	...	1	1	...	2	5 100	15 875	3 044	2 209	1 342	27 570	1 808	100
	Total.....	52	...	48	4	2	54	22 325	164 220	4 893	7 341	2 490	201 269	10 973	860
4th sup'v'y dist.	Elementary schools.....	35	...	35	1	1	37	7 434	38 724	1 796	3 294	292	51 540	5 349	528
	Secondary schools.....	2	...	1	1	...	2	1 516	45	824	1 268	45	11 093	1 563	73
	Total.....	35	...	35	1	1	37	8 950	46 164	2 620	4 562	337	62 633	6 912	601
Jefferson co., 1st sup'v'y dist.	Elementary schools.....	59	...	57	...	2	59	5 500	53 883	2 385	4 761	100	66 719	6 925	194
	Secondary schools.....	3	...	3	1	...	2	300	2 375	431	513	...	3 181	301	100
	Total.....	59	...	57	...	2	59	5 800	56 258	2 816	5 274	100	70 338	7 426	198
2d sup'v'y dist.	Elementary schools.....	52	...	47	1	4	52	6 283	61 700	2 479	4 539	1 540	76 541	6 537	210
	Secondary schools.....	4	...	2	1	1	4	1 209	16 250	2 117	2 432	443	22 451	2 992	173
	Total.....	52	...	47	1	4	52	7 492	77 950	4 596	6 971	1 983	98 992	9 529	383
3d sup'v'y dist.	Elementary schools.....	59	...	52	1	5	58	5 315	80 550	1 915	2 910	1 030	91 720	6 023	53
	Secondary schools.....	3	...	1	1	1	3	1 570	15 750	1 158	1 820	1 158	20 087	2 481	129
	Total.....	59	...	52	1	5	58	6 885	96 300	3 073	4 739	1 030	111 807	8 504	182
4th sup'v'y dist.	Elementary schools.....	60	...	48	3	11	62	7 955	78 008	2 892	4 323	1 110	94 198	6 575	259
	Secondary schools.....	5	...	2	3	...	5	3 000	26 325	2 373	3 075	...	33 273	3 629	147
	Total.....	60	...	48	4	11	63	9 435	104 333	5 175	7 398	1 110	127 471	10 204	406
5th sup'v'y dist.	Elementary schools.....	58	...	54	1	5	60	7 792	90 333	2 632	3 453	339	104 579	5 500	228
	Secondary schools.....	4	...	...	1	3	4	2 383	32 466	2 572	1 967	40	40 009	2 247	92
	Total.....	58	...	54	1	5	60	10 175	123 279	5 205	5 450	479	144 588	7 747	320
6th sup'v'y dist.	Elementary schools.....	58	...	51	4	4	59	8 901	121 200	2 480	3 878	515	126 974	6 679	274
	Secondary schools.....	4	...	1	4	...	5	4 544	57 191	2 631	3 118	150	67 854	3 247	130
	Total.....	58	...	51	4	4	59	13 445	178 391	5 131	6 996	665	204 828	10 026	424
Lewis co., 1st sup'v'y dist.	Elementary schools.....	56	...	54	2	...	56	3 480	43 683	1 936	4 059	105	53 293	6 073	376
	Secondary schools.....	2	...	1	1	...	2	250	6 500	460	600	65	7 875	6 655	41
	Total.....	56	...	54	2	...	56	3 730	50 183	2 396	4 659	170	61 138	6 728	417
2d sup'v'y dist.	Elementary schools.....	54	...	47	5	3	55	9 595	56 070	1 871	7 363	416	75 315	13 111	399
	Secondary schools.....	2	...	350	1	...	5	8 500	64 570	8 650	1 000	...	10 500	2 252	17
	Total.....	54	...	47	5	3	55	9 945	64 570	2 521	8 363	416	85 815	15 363	416

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	BUILDINGS					PROPERTY					LIBRARY		
	Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes	Number of volumes
												added to library during past year	
Lewis co. (continued)													
3d sup'v'y dist.	48	47	1	.....	48	\$2 360	\$24 605	\$1 240	\$3 827	\$448	\$32 480	5 880	115
Elementary schools.....	1	.....	.....	.....	1	125	2 190	265	460	20	3 020	425	4
Secondary schools.....	48	47	.....	1	48	2 485	26 795	1 465	4 287	468	35 500	6 314	110
Total.....													
4th sup'v'y dist.													
Elementary schools.....	50	49	1	.....	50	2 833	33 265	1 464	3 114	362	41 038	4 864	110
Secondary schools.....	3	2	1	.....	3	650	5 390	776	2 007	.....	8 823	1 777	102
Total.....	50	49	1	.....	50	3 483	38 655	2 240	5 121	362	49 861	6 641	212
Livingston co. 1st sup'v'y dist.													
Elementary schools.....	57	53	4	1	58	17 177	119 356	4 948	8 225	916	150 622	9 066	636
Secondary schools.....	5	2	3	.....	5	7 583	52 500	3 801	3 578	180	67 642	4 360	160
Total.....	57	53	4	1	58	24 760	171 856	8 749	11 803	1 096	218 264	14 326	796
2d sup'v'y dist.													
Elementary schools.....	55	51	3	1	55	9 245	74 695	2 105	5 574	1 405	93 024	9 414	804
Secondary schools.....	2	1	1	.....	2	1 050	8 080	790	875	25	10 820	1 018	25
Total.....	55	51	3	1	55	10 295	82 775	2 895	6 449	1 430	103 844	10 432	829
3d sup'v'y dist.													
Elementary schools.....	61	57	4	.....	61	9 560	99 096	2 720	4 248	1 155	116 779	5 904	333
Secondary schools.....	4	1	3	.....	4	3 300	32 629	2 198	2 580	358	41 075	2 547	56
Total.....	61	57	4	.....	61	12 860	131 725	4 918	6 838	1 513	157 854	8 451	389
Madison co. 1st sup'v'y dist.													
Elementary schools.....	61	58	2	1	61	6 631	64 721	2 512	2 793	283	76 940	1 804	149
Secondary schools.....	6	4	2	.....	6	1 842	22 742	2 043	3 263	10	29 900	3 947	141
Total.....	61	58	2	1	61	8 473	87 463	4 555	6 056	293	106 840	5 751	290

2d sup v'y dist.	47	44	2	1	47	5 185	69 519	2 220	4 070	1 745	82 739	6 422	228
Elementary schools.....	4	3	1	.....	4	9 406	9 406	778	1 545	1 805	82 739	6 422	228
Secondary schools.....	47	44	2	1	47	5 600	78 925	2 998	5 615	1 805	94 943	8 176	83
Total.....	47	44	2	1	47	5 600	78 925	2 998	5 615	1 805	94 943	8 176	231
3d sup v'y dist.	51	50	.....	1	51	6 573	46 614	2 086	2 282	570	59 125	6 246	204
Elementary schools.....	5	5	.....	.....	5	2 233	14 401	2 120	3 491	2 316	24 561	5 304	77
Secondary schools.....	51	50	.....	1	51	8 806	61 015	4 206	6 773	2 886	83 086	11 550	281
Total.....	51	50	.....	1	51	8 806	61 015	4 206	6 773	2 886	83 086	11 550	281
4th sup v'y dist.	39	35	6	.....	41	7 000	92 340	1 947	4 848	415	106 550	7 069	756
Elementary schools.....	2	.....	.....	.....	2	2 350	28 575	1 706	2 360	200	35 191	2 741	96
Secondary schools.....	39	35	6	.....	41	9 350	120 915	3 653	7 208	615	141 741	9 810	852
Total.....	39	35	6	.....	41	9 350	120 915	3 653	7 208	615	141 741	9 810	852
Monroe co., 1st sup v'y dist.	45	24	16	5	45	19 005	125 752	2 786	4 883	640	153 666	8 590	1 049
Elementary schools.....	3	.....	3	.....	3	1 370	16 712	1 106	1 597	72	20 857	1 621	41
Secondary schools.....	45	24	16	5	45	20 975	142 464	3 892	6 480	712	174 523	10 211	1 090
Total.....	45	24	16	5	45	20 975	142 464	3 892	6 480	712	174 523	10 211	1 090
2d sup v'y dist.	45	31	13	3	48	15 815	136 578	1 837	4 317	2 630	161 177	6 910	823
Elementary schools.....	4	.....	4	.....	4	6 660	59 761	2 337	2 272	.....	71 020	2 807	212
Secondary schools.....	45	31	13	3	48	22 465	196 339	4 174	6 589	2 630	232 197	9 717	1,035
Total.....	45	31	13	3	48	22 465	196 339	4 174	6 589	2 630	232 197	9 717	1,035
3d sup v'y dist.	60	38	17	5	60	28 825	159 323	2 110	6 343	227	196 828	9 279	602
Elementary schools.....	2	1	1	.....	2	2 800	35 067	2 460	1 124	84	41 535	1 123	106
Secondary schools.....	60	38	18	5	61	31 625	194 390	4 570	7 467	311	233 363	10 402	708
Total.....	60	38	18	5	61	31 625	194 390	4 570	7 467	311	233 363	10 402	708
4th sup v'y dist.	50	39	5	6	50	14 375	102 398	2 611	5 088	255	124 707	8 888	600
Elementary schools.....	3	1	.....	.....	3	2 100	23 950	3 370	2 535	10	31 965	2 361	103
Secondary schools.....	50	39	5	6	50	16 475	126 348	5 981	7 603	265	156 672	11 249	703
Total.....	50	39	5	6	50	16 475	126 348	5 981	7 603	265	156 672	11 249	703
Montgomery co., 1st sup v'y dist.	57	48	5	5	58	10 930	109 006	2 894	7 740	1 979	132 549	11 195	902
Elementary schools.....	4	.....	2	.....	4	3 100	36 333	1 887	4 527	231	46 078	4 697	89
Secondary schools.....	57	48	5	5	58	14 030	145 339	4 781	12 267	2 210	178 627	15 892	991
Total.....	57	48	5	5	58	14 030	145 339	4 781	12 267	2 210	178 627	15 892	991
2d sup v'y dist	52	44	8	.....	52	9 005	78 710	2 165	4 552	902	95 424	7 381	505
Elementary schools.....	2	.....	2	.....	2	1 150	10 210	1 820	2 255	.....	15 435	3 228	43
Secondary schools.....	52	44	8	.....	52	10 155	88 920	3 985	6 807	902	110 859	10 609	608
Total.....	52	44	8	.....	52	10 155	88 920	3 985	6 807	902	110 859	10 609	608
Nassau co., 1st sup v'y dist.	34	33	12	.....	45	170 540	733 874	6 027	11 371	25 233	947 095	18 040	1 096
Elementary schools.....	11	6	5	.....	11	29 263	128 905	7 081	7 179	6 630	179 657	7 176	309
Secondary schools.....	34	33	12	.....	45	199 802	862 779	13 708	18 550	31 913	1 126 752	25 216	1 405
Total.....	34	33	12	.....	45	199 802	862 779	13 708	18 550	31 913	1 126 752	25 216	1 405

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Nassau co. (continued)														
2d sup'y dist.	26	...	23	15	...	38	\$183 900	\$891 258	\$8 323	\$10 616	£17 323	\$1 111 420	17 270	2 567
Elementary schools	0	...	5	5	...	10	28 000	142 032	9 425	7 140	8 364	194 961	8 490	957
Secondary schools	26	...	23	15	...	38	211 900	1 033 290	17 748	17 756	25 687	1 306 381	25 760	3 524
Total	26	...	23	15	...	38								
Niagara co., 1st sup'y dist.	51	...	37	12	2	51	12 025	94 215	2 901	3 899	573	113 413	6 550	352
Elementary schools	2	...	2	...	...	2	503	32 900	766	500	50	35 716	504	422
Secondary schools	51	...	37	12	2	51	13 525	127 115	3 067	4 199	623	149 129	7 054	774
Total	51	...	37	12	2	51								
2d sup'y dist.	47	...	26	15	7	48	10 475	95 410	1 660	3 462	...	111 007	7 189	236
Elementary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	47	...	26	15	7	48	10 475	95 410	1 660	3 462	...	111 007	7 189	236
Total	47	...	26	15	7	48								
3d sup'y dist.	54	...	41	13	3	57	13 625	100 075	2 570	4 850	688	121 788	9 698	731
Elementary schools	...	...	...	...	...	...	1 175	12 950	1 025	2 600	...	17 750	2 075	135
Secondary schools	54	...	41	13	3	57	14 800	113 025	3 595	7 450	688	139 538	12 643	806
Total	54	...	41	13	3	57								
Oneida co., 1st sup'y dist.	45	...	40	4	1	45	15 870	110 740	2 658	5 080	3 109	137 457	8 757	590
Elementary schools	...	...	2	3	...	5	2 120	15 140	2 071	2 618	647	23 596	2 047	55
Secondary schools	45	...	40	4	1	45	17 990	125 880	4 729	7 698	3 756	160 053	11 699	645
Total	45	...	40	4	1	45								
2d sup'y dist.	53	...	43	4	6	53	6 850	82 817	3 923	4 085	1 204	98 879	6 578	526
Elementary schools	...	...	3	3	...	6	2 175	28 025	1 691	2 272	510	34 673	2 839	124
Secondary schools	53	...	43	4	6	53	9 025	110 842	5 614	6 357	1 714	133 552	9 517	650
Total	53	...	43	4	6	53								

3d sup'v'y dist. Elementary schools Secondary schools Total	42	37	3	2	42	5 389	70 295	2 037	5 141	4 119	86 981	7 393	885
	..	2	1	..	3	1 629	21 165	2 217	3 057	315	28 383	3 964	143
	42	37	3	2	42	7 018	91 460	4 254	8 198	4 434	115 364	11 347	1 028
4th sup'v'y dist. Elementary schools Secondary schools Total	56	55	1	..	56	6 670	60 554	2 472	4 838	597	75 131	7 303	566
	..	1	..	..	1	150	8 920	400	1 800	..	2 930	695	22
	56	55	1	..	56	6 820	62 354	2 872	5 398	597	78 061	7 908	588
5th sup'v'y dist. Elementary schools Secondary schools Total	54	52	1	1	54	4 790	43 325	1 830	4 126	695	54 766	5 941	297
	..	1	1	..	2	160	8 920	801	1 741	..	11 622	3 326	122
	54	52	1	1	54	4 950	52 245	2 631	5 867	695	66 388	9 267	419
6th sup'v'y dist. Elementary schools Secondary schools Total	60	58	2	1	61	2 960	54 900	995	2 070	1 185	62 170	6 742	88
	..	1	..	..	1	430	5 865	1 000	1 050	10	8 355	1 900	50
	60	58	2	1	61	3 390	60 825	1 995	3 120	1 195	70 525	8 642	138
7th sup'v'y dist. Elementary schools Secondary schools Total	47	46	1	..	47	4 347	56 124	1 891	3 148	182	65 692	4 190	123
	2	2	1	..	3	1 353	18 533	1 815	1 798	1 800	37 016	1 888	53
	47	46	1	..	47	5 700	74 657	3 111	4 682	182	88 332	6 078	176
Onondaga co., 1st sup'v'y dist. Elementary schools Secondary schools Total	54	46	4	4	54	9 490	75 143	1 517	5 157	316	91 623	8 393	1 115
	3	1	2	..	3	3 150	28 653	1 815	1 798	1 800	37 016	1 850	74
	54	46	4	4	54	12 640	103 796	3 332	6 955	1 916	128 639	10 243	1 189
2d sup'v'y dist. Elementary schools Secondary schools Total	49	38	7	3	49	11 835	101 366	2 423	5 526	1 440	122 590	8 377	1 212
	1	1	2	1	4	1 400	31 400	3 883	3 850	3 000	43 533	3 557	86
	49	38	7	3	49	13 235	132 766	6 306	9 376	4 440	166 123	11 934	1 298
3d sup'v'y dist. Elementary schools Secondary schools Total	51	39	7	5	51	12 695	82 995	2 447	5 116	678	103 931	8 706	922
	3	1	2	..	3	3 925	34 950	1 586	1 927	200	42 588	3 026	127
	51	39	7	5	51	16 620	117 945	4 033	7 043	878	146 519	11 732	1 049
4th sup'v'y dist. Elementary schools Secondary schools Total	52	45	9	..	54	14 850	86 600	2 640	6 038	397	110 525	7 183	600
	6	1	..	..	6	8 200	57 950	4 916	3 710	..	74 776	4 508	119
	52	45	9	..	54	23 050	144 550	7 556	9 748	397	185 301	11 691	719
5th sup'v'y dist. Elementary schools Secondary schools Total	49	38	10	3	51	17 512	109 290	3 413	7 495	2 601	200 311	11 910	1 038
	5	..	5	..	5	3 928	51 050	5 181	4 091	808	65 038	4 764	59
	49	38	10	3	51	21 440	220 340	8 594	11 586	3 409	265 399	16 664	1 097

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Ontario co., 1st sup'v'y dist. Elementary schools Secondary schools Total	47 3 47 4	..... 37 ..... 37	8 ..... 37 9	5 ..... 5 5	5 ..... 5 5	50 3 51 4	\$18 825 16 900 35 725 8	\$189 200 124 500 313 700 27 017	\$3 169 8 050 11 219 2 426	\$6 599 9 822 10 421 3 973	\$391 240 631 2 200	\$218 184 159 512 377 696 114 880	10 770 8 368 19 138 7 515	1 140 436 1 576 1 000
2d sup'v'y dist. Elementary schools Secondary schools Total	45 4 45 4	..... 24 ..... 24	15 ..... 15 4	6 ..... 6 4	6 ..... 6 4	45 4 45 4	8 665 1 000 10 265 8	96 864 27 017 123 881 27 017	2 811 2 426 5 237 2 426	3 913 3 973 7 886 3 973	2 627 2 200 4 827 2 200	114 880 37 216 152 096 114 880	7 515 4 522 12 037 7 515	1 000 345 1 345 1 000
2d sup'v'y dist. Elementary schools Secondary schools Total	43 ..... 43 4	..... 32 ..... 32	10 ..... 10 1	1 ..... 1 1	1 ..... 1 1	43 ..... 43 4	6 580 ..... 6 580 8	45 080 ..... 45 080 27 017	1 729 ..... 1 729 2 426	3 965 ..... 3 965 3 973	220 ..... 220 2 200	57 574 ..... 57 574 37 216	6 929 ..... 6 929 4 522	651 ..... 651 345
4th sup'v'y dist. Elementary schools Secondary schools Total	57 2 57 4	..... 60 ..... 60	1 ..... 1 1	..... 1 ..... 1	..... 1 ..... 1	61 2 61 4	4 500 1 300 5 800 4	44 316 12 362 56 678 27 017	2 036 12 362 3 011 2 426	4 909 3 359 7 649 3 973	228 ..... 228 2 200	55 379 17 967 73 366 114 880	6 456 2 672 9 128 7 515	439 41 530 1 000
Orange co., 1st sup'v'y dist. Elementary schools Secondary schools Total	54 6 54 4	..... 41 ..... 41	16 ..... 16 4	2 ..... 2 5	2 ..... 2 5	59 6 59 4	23 752 5 183 28 935 26 919	229 319 40 466 269 785 271 123	4 791 3 532 8 323 4 138	6 178 3 681 9 859 7 825	5 690 2 835 8 525 4 183	269 730 55 697 325 427 314 238	11 402 5 071 16 473 13 019	1 548 267 1 815 1 323
2d sup'v'y dist. Elementary schools Secondary schools Total	57 8 57 4	..... 39 ..... 39	18 ..... 18 3	4 ..... 4 5	4 ..... 4 5	61 8 61 4	26 919 8 501 35 420 26 919	271 123 92 588 363 711 271 123	4 138 5 406 9 594 4 138	7 825 5 640 13 465 7 825	4 183 24 242 28 425 4 183	314 238 136 377 450 615 314 238	13 019 6 160 19 179 13 019	1 323 512 1 835 1 323

3d sup v'y dist.	55	41	8	6	55	7 085	61 800	2 718	4 553	784	77 030	7 567	1 277
Elementary schools	55	41	8	6	55	7 085	61 800	2 718	4 553	784	77 030	7 567	1 277
Secondary schools													
Total	55	41	8	6	55	7 085	61 800	2 718	4 553	784	77 030	7 567	1 277
Orleans co., 1st sup v'y dist.													
Elementary schools	43	31	11	4	46	20 195	83 637	1 575	3 333	355	109 145	5 428	798
Secondary schools	3	3	1	1	3	3 680	32 993	2 736	50	40 974	40 974	3 052	147
Total	43	31	11	5	47	23 875	116 630	3 090	6 119	405	150 119	8 480	945
2d sup v'y dist.													
Elementary schools	35	21	2	14	37	11 650	74 250	1 216	2 945	4 150	94 211	5 359	780
Secondary schools	1	1	1	1	1	5 000	53 000	1 000	600	59 600	59 600	450	20
Total	35	21	2	14	37	16 650	127 250	2 216	3 545	4 150	153 811	5 809	800
3d sup v'y dist.													
Elementary schools	46	41	2	3	46	9 950	67 745	2 279	5 197	622	85 763	7 287	725
Secondary schools	3	2	1	1	3	2 200	31 400	1 425	1 800	36 885	36 885	2 097	155
Total	46	41	2	3	46	12 150	99 145	3 704	7 057	622	122 678	9 984	880
Oswego co., 1st sup v'y dist.													
Elementary schools	40	41	1	..	42	2 660	27 110	1 893	3 530	395	35 583	4 982	714
Secondary schools	1	..	1	1	1	3 500	30 610	600	600	250	750	5 732	30
Total	40	41	1	1	42	2 910	30 610	2 493	4 130	645	40 783	5 732	744
2d sup v'y dist.													
Elementary schools	57	55	2	..	57	5 195	61 665	1 302	5 298	1 730	75 190	8 205	1 687
Secondary schools	3	2	1	..	3	1 275	25 200	1 355	4 010	..	31 840	4 388	200
Total	57	55	2	..	57	6 470	86 865	2 657	9 308	1 730	107 030	12 593	1 887
3d sup v'y dist.													
Elementary schools	60	41	10	..	51	6 715	53 340	1 838	5 580	410	67 833	7 510	1 683
Secondary schools	3	3	1	..	3	1 415	11 130	2 235	7 535	230	18 210	2 051	83
Total	60	41	10	..	51	8 130	64 530	4 083	7 535	600	86 063	10 161	1 696
4th sup v'y dist.													
Elementary schools	58	51	4	3	58	5 935	41 560	1 903	5 124	1 930	56 459	8 643	2 214
Secondary schools	1	1	1	1	1	700	7 100	750	1 700	1 515	11 765	1 671	44
Total	58	51	4	3	58	6 635	48 660	2 653	6 824	3 445	68 217	10 314	2 258
5th sup v'y dist.													
Elementary schools	59	52	5	2	59	6 308	48 580	2 703	5 103	217	63 036	8 649	2 065
Secondary schools	2	1	1	..	2	317	6 480	738	777	200	8 512	1 103	50
Total	59	52	5	2	59	6 625	55 060	3 506	5 940	417	71 548	9 752	2 115
Oswego co., 1st sup v'y dist.													
Elementary schools	52	50	1	1	52	2 875	31 510	1 575	3 110	407	39 477	5 380	719
Secondary schools	3	2	1	..	3	650	9 575	1 039	1 422	1 213	13 899	2 559	23
Total	52	50	1	1	52	3 525	41 085	2 614	4 532	1 620	53 376	7 939	742

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	BUILDINGS					PROPERTY						LIBRARY		
	Number of school districts	Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
<i>Otsego co. (concluded)</i>														
2d sup'y's dist.	44	..	42	2	.....	44	\$6 328	\$40 706	\$1 440	\$3 453	\$287	\$52 304	5 693	686
Elementary schools	3	..	1	2	.....	3	2 542	24 050	1 185	2 400	....	30 237	2 436	77
Secondary schools	44	..	42	2	.....	44	8 870	64 846	2 625	5 913	287	82 541	8 039	703
Total	44	..	42	2	.....	44								
3d sup'y's dist.	51	..	46	3	2	51	17 377	136 438	2 858	5 875	911	193 459	9 911	582
Elementary schools	4	..	2	2	.....	4	4 533	42 274	3 402	4 420	110	54 799	6 857	112
Secondary schools	4	..	2	2	.....	4	21 910	178 712	6 320	10 295	1 021	218 258	16 768	694
Total	51	..	46	3	2	51								
4th sup'y's dist.	56	..	56	.....	.....	56	7 181	62 553	2 076	4 758	7 162	83 730	7 189	133
Elementary schools	3	..	3	.....	.....	3	1 334	18 106	2 263	3 853	3 343	28 904	3 739	85
Secondary schools	3	..	3	.....	.....	3	8 515	80 659	4 339	8 616	10 505	112 634	10 928	218
Total	56	..	56	.....	.....	56								
5th sup'y's dist.	46	..	44	.....	2	46	4 390	43 510	1 971	3 626	200	53 697	5 379	285
Elementary schools	3	..	2	.....	1	3	1 375	10 850	1 004	1 614	....	14 843	2 004	40
Secondary schools	46	..	44	.....	2	46	5 765	54 360	2 975	5 240	200	68 540	7 383	325
Total	46	..	44	.....	2	46								
6th sup'y's dist.	47	..	46	1	.....	47	2 990	26 836	1 274	2 617	1 045	34 762	5 179	175
Elementary schools	2	..	2	.....	.....	2	450	3 903	714	707	205	5 979	1 213	56
Secondary schools	2	..	2	.....	.....	2	3 440	30 739	1 988	3 324	1 250	40 741	6 392	231
Total	47	..	46	1	.....	47								
<i>Putnam co.</i>														
Elementary schools	54	..	50	4	1	55	22 850	144 837	769	5 511	2 986	176 953	8 892	637
Secondary schools	5	..	3	2	.....	5	4 450	27 624	2 364	2 985	1 528	38 951	3 511	142
Total	54	..	50	4	1	55	27 300	172 461	3 133	8 496	4 514	215 904	12 403	779



Rensselaer co., 1st sup'y's dist.	61	50	16	1	6	36 917	214 507	2 944	2 944	7 137	8 447	269 843	13 069	1 033
Elementary schools	4	4	4	1	4	6 082	131 085	5 271	5 271	2 854	20 501	165 749	2 650	168
Secondary schools	61	50	17	1	68	42 836	345 584	8 223	8 223	9 987	28 941	435 592	15 719	1 203
Total	61	50	17	1	68	42 836	345 584	8 223	8 223	9 987	28 941	435 592	15 719	1 203
2d sup'y's dist.	48	48	1	1	48	4 885	30 742	1 081	1 081	2 757	1 091	40 557	5 196	349
Elementary schools	1	1	1	1	1	840	4 440	250	250	450	1 091	5 980	479	24
Secondary schools	48	48	1	1	48	5 725	35 182	1 332	1 332	3 207	1 091	46 537	5 675	373
Total	48	48	1	1	48	5 725	35 182	1 332	1 332	3 207	1 091	46 537	5 675	373
3d sup'y's dist.	53	46	7	1	53	10 395	70 600	2 119	2 119	5 308	695	89 087	14 236	1 026
Elementary schools	1	1	1	1	1	100	700	230	230	490	695	1 520	547	1 036
Secondary schools	53	46	7	1	53	10 495	71 300	2 349	2 349	5 798	695	90 607	14 783	1 036
Total	53	46	7	1	53	10 495	71 300	2 349	2 349	5 798	695	90 607	14 783	1 036
Rockland co.	48	33	14	2	49	56 310	494 146	7 282	7 282	11 172	8 547	577 407	10 362	955
Elementary schools	9	2	7	1	9	18 090	99 807	7 317	7 317	5 746	2 899	133 829	6 697	253
Secondary schools	48	33	14	2	49	74 400	593 953	14 549	14 549	16 918	11 416	711 236	20 029	1 209
Total	48	33	14	2	49	74 400	593 953	14 549	14 549	16 918	11 416	711 236	20 029	1 209
St Lawrence co., 1st sup'y's dist.	64	68	1	1	69	12 810	111 315	2 785	2 785	6 280	695	133 885	10 753	899
Elementary schools	5	5	1	1	5	6 295	38 075	2 875	2 875	1 900	803	49 370	93	93
Secondary schools	64	68	1	1	69	19 105	149 390	5 060	5 060	8 240	803	183 255	12 883	992
Total	64	68	1	1	69	19 105	149 390	5 060	5 060	8 240	803	183 255	12 883	992
2d sup'y's dist.	50	42	1	7	50	3 440	43 295	1 729	1 729	3 145	440	52 049	5 695	560
Elementary schools	2	2	1	1	2	530	12 400	520	520	835	440	14 315	1 104	97
Secondary schools	50	42	1	7	50	3 990	55 095	2 259	2 259	3 890	440	66 364	6 799	657
Total	50	42	1	7	50	3 990	55 095	2 259	2 259	3 890	440	66 364	6 799	657
3d sup'y's dist.	63	60	3	1	63	4 390	43 525	2 356	2 356	4 246	466	54 933	6 799	1 145
Elementary schools	4	2	2	1	4	1 000	12 000	972	972	1 660	466	15 407	1 682	79
Secondary schools	63	60	3	1	63	5 105	55 525	3 328	3 328	5 906	466	70 390	8 481	1 224
Total	63	60	3	1	63	5 105	55 525	3 328	3 328	5 906	466	70 390	8 481	1 224
4th sup'y's dist.	56	50	5	1	56	4 075	47 155	1 713	1 713	3 046	110	56 699	4 351	1 098
Elementary schools	2	2	2	1	2	1 100	8 750	1 075	1 075	1 350	110	12 275	1 643	3

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS					PROPERTY						LIBRARY			
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year		
St. Lawrence co. (concluded)																
7th sup'v'y dist.	61		51	12	...	63	\$7 985	\$110 398	\$2 680	\$3 525	\$340	\$24 928	5 114	1 104		
Elementary schools.	3		...	3	...	3	1 350	19 746	1 108	1 328	70	23 660	1 493	1 173		
Secondary schools.	61		51	12	...	63	9 335	130 144	3 848	4 851	410	148 588	6 607	1 277		
Total																
8th sup'v'y dist.	52		46	5	1	52	4 125	46 350	2 822	4 353	...	57 650	6 215	693		
Elementary schools.	1		1	...	...	1	...	...	...	...	...	...	...	25		
Secondary schools.	52		46	5	1	52	4 600	3 750	202	4 498	...	4 950	6 470	663		
Total							4 625	50 100	3 024	4 851	...	62 600	6 675	...		
Saratoga co., 1st sup'v'y dist.																
Elementary schools.	46		25	24	1	50	13 740	126 380	2 449	5 770	1 237	149 576	9 115	177		
Secondary schools.	4		...	4	...	4	8 225	62 575	2 175	7 775	200	80 950	8 553	48		
Total	46		25	24	1	50	21 965	188 955	4 624	13 545	1 437	230 526	17 668	225		
2d sup'v'y dist.																
Elementary schools.	52		47	5	2	54	6 075	48 775	1 889	4 160	700	61 599	6 663	249		
Secondary schools.	2		...	...	...	2	2 250	23 250	2 799	880	650	27 940	1 423	122		
Total	52		47	5	2	54	8 325	72 025	2 799	5 040	1 350	89 539	8 086	371		
3d sup'v'y dist.																
Elementary schools.	48		38	14	4	56	28 197	237 027	2 794	6 759	2 105	276 882	10 226	750		
Secondary schools.	3		...	3	...	3	12 083	144 433	4 700	5 640	3 940	170 796	5 146	121		
Total	48		38	14	4	56	40 280	381 460	7 494	12 399	6 045	447 678	15 372	871		
4th sup'v'y dist.																
Elementary schools.	50		49	3	...	52	7 225	77 577	1 521	2 979	455	89 757	4 922	162		
Secondary schools.	1		...	1	...	1	1 500	15 700	1 000	800	450	19 450	1 200	...		
Total	50		49	3	...	52	8 725	93 277	2 521	3 779	905	109 207	6 122	162		

Schenectady co.	60	1	46	17	64	21 025	155 982	2 450	4 256	2 550	186 263	6 838
Elementary schools.....	2	.....	1	1	.....	3 300	34 700	3 356	967	1 400	143	1 234
Secondary schools.....	60	1	46	17	64	2 325	190 682	3 806	5 223	2 693	226 729	8 072
Total.....	60	1	46	17	64	.....	.....	.....	.....	.....	.....	.....
Schoharie co., 1st sup'v'y dist.	65	65	65	65	65	2 375	21 505	957	3 430	65	28 332	5 052
Elementary schools.....	1	.....	.....	.....	.....	335	1 400	329	430	.....	2 494	668
Secondary schools.....	65	.....	65	65	65	2 710	22 905	1 286	3 860	65	30 826	5 720
Total.....	65	.....	65	65	65	.....	.....	.....	.....	.....	.....	.....
2d sup'v'y dist.	49	.....	46	3	49	6 862	51 380	1 151	2 330	292	62 015	5 275
Elementary schools.....	2	.....	.....	2	.....	1 333	13 800	1 225	1 755	.....	18 113	2 437
Secondary schools.....	49	.....	46	3	49	8 195	65 180	2 376	4 085	292	80 128	7 712
Total.....	49	.....	46	3	49	.....	.....	.....	.....	.....	.....	.....
3d sup'v'y dist.	65	.....	63	2	65	8 807	77 810	2 475	4 344	951	94 387	7 196
Elementary schools.....	3	.....	1	2	.....	2 383	22 040	1 839	2 380	1 639	30 301	4 108
Secondary schools.....	65	.....	63	2	65	11 190	99 850	4 314	6 724	2 610	124 688	11 304
Total.....	65	.....	63	2	65	.....	.....	.....	.....	.....	.....	.....
Schuyler co., 1st sup'v'y dist.	55	.....	55	.....	55	6 600	47 975	2 791	3 567	1 105	61 988	5 614
Elementary schools.....	2	.....	2	.....	.....	360	2 723	463	1 250	353	5 153	1 225
Secondary schools.....	55	.....	55	.....	55	6 900	50 700	3 184	4 817	1 400	67 121	6 839
Total.....	55	.....	55	.....	55	.....	.....	.....	.....	.....	.....	.....
2d sup'v'y dist.	49	.....	46	3	49	4 290	33 575	1 263	3 162	140	42 430	4 459
Elementary schools.....	1	.....	.....	1	.....	9 600	34 000	1 080	675	.....	45 355	670
Secondary schools.....	49	.....	46	3	49	13 890	67 575	2 343	3 837	140	87 785	5 129
Total.....	49	.....	46	3	49	.....	.....	.....	.....	.....	.....	.....
Seneca co., 1st sup'v'y dist.	48	.....	44	4	48	7 090	53 585	1 514	4 231	501	67 011	7 395
Elementary schools.....	2	.....	1	2	.....	1 975	17 555	1 356	1 336	25	22 277	1 554
Secondary schools.....	48	.....	44	4	48	9 065	71 170	2 870	5 567	616	89 288	8 949
Total.....	48	.....	44	4	48	.....	.....	.....	.....	.....	.....	.....
2d sup'v'y dist.	43	.....	16	31	48	20 315	146 903	2 823	5 121	6 825	181 987	8 459
Elementary schools.....	2	.....	.....	3	.....	4 225	48 444	3 875	2 615	6 597	65 756	1 235
Secondary schools.....	43	.....	16	32	49	24 540	195 347	6 693	7 736	13 422	247 743	9 694
Total.....	43	.....	16	32	49	.....	.....	.....	.....	.....	.....	.....
Steuben co., 1st sup'v'y dist.	53	.....	50	4	54	21 207	112 840	2 666	4 660	1 573	142 946	6 376
Elementary schools.....	2	.....	.....	2	.....	17 000	78 770	3 365	2 925	1 657	103 717	1 505
Secondary schools.....	53	.....	50	4	54	38 207	191 610	6 031	7 585	3 230	246 663	8 081
Total.....	53	.....	50	4	54	.....	.....	.....	.....	.....	.....	.....
2d sup'v'y dist.	49	.....	48	2	50	6 190	72 255	1 422	3 164	502	83 533	4 607
Elementary schools.....	3	.....	3	1	.....	3 035	16 525	2 425	1 697	100	23 782	1 963
Secondary schools.....	49	.....	48	2	50	9 225	58 780	3 947	4 861	602	107 313	6 200
Total.....	49	.....	48	2	50	.....	.....	.....	.....	.....	.....	.....

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Steuben co. (continued)														
3d sup'v'y dist.	56	...	54	2	1	57	\$6 059	\$56 700	\$1 759	\$2 878	\$705	\$88 101	4 183	411
Elementary schools	2	...	1	1	...	2	2 100	17 200	958	882	...	21 140	921	...
Secondary schools	56	...	54	2	1	57	8 159	73 900	2 717	3 760	705	89 241	5 104	411
4th sup'v'y dist.														
Elementary schools	52	...	53	...	...	53	3 225	32 304	1 519	2 689	185	39 932	3 853	167
Secondary schools	2	...	2	...	...	2	550	2 650	820	805	...	4 825	950	19
Total	52	...	53	...	...	53	3 785	34 954	2 339	3 494	185	44 757	4 803	186
5th sup'v'y dist.														
Elementary schools	54	...	51	3	...	54	6 035	56 375	2 256	2 360	1 717	68 743	4 052	216
Secondary schools	2	...	...	2	...	2	1 250	10 630	1 300	1 385	...	14 565	1 674	93
Total	54	...	51	3	...	54	7 285	67 005	3 556	3 745	1 717	83 308	5 726	309
6th sup'v'y dist.														
Elementary schools	51	...	47	2	2	51	5 980	66 580	1 923	3 611	278	78 372	5 509	640
Secondary schools	4	...	2	2	...	4	1 900	22 130	2 625	3 270	200	30 125	4 511	207
Total	51	...	47	2	2	51	7 880	88 710	4 548	6 881	478	108 497	10 020	847
7th sup'v'y dist.														
Elementary schools	54	...	52	...	3	55	7 807	55 055	2 252	4 313	1 854	71 281	5 981	819
Secondary schools	3	...	2	...	1	3	2 513	14 331	1 625	1 776	74	20 319	2 158	93
Total	54	...	52	...	3	55	10 320	69 386	3 877	6 089	1 028	91 600	8 139	912
Suffolk co., 1st sup'v'y dist.														
Elementary schools	52	...	51	5	...	56	66 516	471 963	3 992	10 306	4 420	557 197	16 674	1 110
Secondary schools	12	...	9	3	...	12	16 184	119 420	6 628	6 491	670	149 393	8 357	350
Total	52	...	51	6	...	57	82 700	591 383	10 620	16 797	5 090	706 590	25 031	1 460

2d sup'y'y dist.	46	48	2	1	51	58 402	430 519	4 069	9 728	12 048	515 666	15 057	1 325
	10	8	2	.....	10	21 682	75 771	5 809	6 027	12 825	120 735	8 679	320
	46	48	2	.....	51	80 085	506 290	10 888	10 635	14 573	628 421	23 732	1 845
3d sup'y'y dist.	32	30	6	2	38	55 080	343 032	4 979	7 209	9 925	430 315	9 503	742
	10	10	4	.....	5	5 500	126 018	3 091	4 075	4 150	156 834	4 759	318
	32	30	6	2	38	64 580	469 050	8 070	11 374	14 075	577 149	14 262	1 060
Sullivan co., 1st sup'y'y dist.	54	53	1	.....	54	12 325	88 720	2 338	4 566	919	108 868	7 365	1 325
	1	1	.....	.....	1	3 000	21 000	240	210	13	24 463	290	22
	54	53	1	.....	54	15 325	109 720	2 578	4 776	932	133 331	7 652	1 347
2d sup'y'y dist.	61	61	.....	.....	61	8 617	64 525	2 353	5 554	2 815	83 864	8 690	1 245
	4	4	.....	.....	4	900	8 005	1 026	1 781	250	11 962	2 419	229
	61	61	.....	.....	61	9 517	72 530	3 379	7 335	3 065	95 826	11 109	1 474
3d sup'y'y dist.	59	56	3	1	60	13 928	74 703	2 362	5 150	2 487	98 630	7 439	1 387
	1	.....	1	.....	1	1 500	10 575	475	900	600	14 050	1 097	22
	59	56	3	1	60	15 428	85 278	2 837	6 050	3 087	112 680	8 536	1 409
Tioga co., 1st sup'y'y dist.	50	48	2	.....	50	9 520	57 567	1 320	3 271	145	71 823	5 090	863
	3	1	2	.....	3	5 100	22 998	3 210	4 000	131	35 439	3 058	390
	50	48	2	.....	50	14 620	80 565	4 530	7 271	276	107 262	8 148	1 253
2d sup'y'y dist.	49	49	3	.....	52	10 255	91 641	2 082	4 644	2 340	110 962	7 056	804
	2	1	1	.....	2	4 130	13 040	3 176	3 442	2 940	24 408	4 917	60
	49	49	3	.....	52	14 405	104 681	5 258	8 086	600	135 370	11 973	864
3d sup'y'y dist.	47	47	2	.....	49	13 597	84 048	1 750	3 132	1 057	103 584	4 936	470
	3	2	1	.....	3	3 425	32 902	1 877	3 031	916	38 483	1 298	99
	47	47	2	.....	49	17 022	116 950	3 607	4 213	1 275	143 067	6 234	569
Tompkins co., 1st sup'y'y dist.	45	42	2	1	45	4 525	40 072	1 847	3 263	260	49 067	5 981	433
	.....	.....	1	.....	2	850	11 900	969	1 900	25	15 275	1 817	95
	45	42	2	1	45	5 375	51 672	2 747	5 163	265	65 242	7 795	528
2d sup'y'y dist.	48	47	1	.....	48	5 560	44 680	1 640	4 317	2 795	58 992	6 690	796
	3	.....	.....	.....	3	2 825	18 335	1 170	1 450	700	24 450	1 633	...
	48	47	1	.....	48	8 385	63 015	2 810	5 767	3 495	83 472	8 323	796

TABLE 2 (continued)  
Buildings, property and library

SUPERVISORY DISTRICTS	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
<b>Tompkins co. (continued)</b>														
3d sup'y's dist.	59	56	3	.....	59	\$5 635	\$52 909	\$2 145	\$4 553	\$1 362	\$66 639	7 059	736	
Elementary schools	4	2	2	.....	4	2 350	31 700	1 733	1 455	1 360	38 598	1 905	386	
Secondary schools	59	56	3	.....	59	7 985	84 609	3 878	6 043	2 722	105 237	8 964	1 122	
Total														
<b>Ulster co., 1st sup'y's dist.</b>														
Elementary schools	46	34	10	2	46	17 135	127 865	3 323	5 516	2 577	156 416	9 198	665	
Secondary schools	1	1	1	.....	1	1 800	15 200	1 000	2 375	8 200	28 575	3 693	36	
Total	46	34	10	2	46	18 935	143 065	4 323	7 891	10 777	184 991	12 891	701	
<b>2d sup'y's dist.</b>														
Elementary schools	66	61	4	1	66	16 170	121 469	2 819	7 689	1 066	149 213	13 085	1 763	
Secondary schools	3	2	1	.....	3	1 600	18 120	680	810	.....	21 220	1 301	40	
Total	66	61	4	1	66	17 770	139 589	3 509	8 499	1 066	170 433	14 386	1 803	
<b>3d sup'y's dist.</b>														
Elementary schools	68	66	3	1	70	8 415	75 280	2 249	4 988	425	91 357	8 205	709	
Secondary schools	1	1	.....	.....	1	1 500	6 250	1 189	417	.....	9 356	475	25	
Total	68	66	3	1	70	9 915	81 530	3 438	5 405	425	100 713	8 680	734	
<b>4th sup'y's dist.</b>														
Elementary schools	40	42	.....	.....	42	10 775	39 539	2 068	2 341	1 354	56 077	3 524	242	
Secondary schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Total	40	42	.....	.....	42	10 775	39 539	2 068	2 341	1 354	56 077	3 524	242	
<b>Warren co., 1st sup'y's dist.</b>														
Elementary schools	39	33	3	3	39	12 600	81 893	1 695	4 114	1 385	101 687	6 427	554	
Secondary schools	3	2	1	.....	3	3 500	22 750	2 235	2 330	300	31 375	2 497	59	
Total	39	33	3	3	39	16 100	104 643	3 930	6 444	1 885	133 062	8 924	583	







3d sup'y'y dist.	54	53	1	.....	54	8 430	104 498	2 431	5 839	533	121 781	8 510	1 080
Elementary schools.....	4	3	1	.....	4	4 880	31 069	2 320	2 262	321	41 233	2 932	273
Secondary schools.....	54	53	1	.....	54	13 360	136 107	4 751	8 101	635	163 014	11 442	1 353
Total.....	54	53	1	.....	54	13 360	136 107	4 751	8 101	635	163 014	11 442	1 353
Yates co., 1st sup'y'y dist.	53	48	0	1	58	10 895	65 388	2 389	4 859	1 216	84 747	7 915	116
Elementary schools.....	2	2	.....	.....	2	5 800	52 200	2 173	3 223	1 000	121 781	2 932	273
Secondary schools.....	53	48	0	1	58	16 395	117 588	4 564	8 082	2 216	162 847	10 847	139
Total.....	53	48	0	1	58	16 395	117 588	4 564	8 082	2 216	162 847	10 847	139
2d sup'y'y dist.	50	46	2	3	51	4 815	41 625	2 084	4 265	239	53 008	6 547	135
Elementary schools.....	2	1	1	.....	2	550	7 300	501	732	.....	9 083	988	50
Secondary schools.....	50	46	2	3	51	5 865	48 925	2 585	4 997	239	62 091	7 535	185
Total.....	50	46	2	3	51	5 865	48 925	2 585	4 997	239	62 091	7 535	185
CITIES													
Albany	23	.....	23	.....	23	165 000	819 000	6 200	7 600	53 500	1 051 300	11 000	614
Elementary schools.....	1	.....	1	.....	1	180 000	216 000	27 000	19 000	15 500	437 500	25 074	417
Secondary schools.....	24	.....	24	.....	24	345 000	1 035 000	33 200	28 600	69 000	1 508 800	36 074	1 031
Total.....	24	.....	24	.....	24	345 000	1 035 000	33 200	28 600	69 000	1 508 800	36 074	1 031
Amsterdam	10	.....	10	.....	10	45 000	160 000	1 526	4 300	1 850	212 676	8 089	1 510
Elementary schools.....	1	.....	1	.....	1	12 000	83 000	2 217	2 050	150	99 417	1 700	187
Secondary schools.....	11	.....	11	.....	11	57 000	243 000	3 743	6 350	2 000	312 038	9 789	1 697
Total.....	11	.....	11	.....	11	57 000	243 000	3 743	6 350	2 000	312 038	9 789	1 697
Auburn	12	.....	12	.....	12	63 000	318 200	1 200	2 108	10 219	394 727	1 902	206
Elementary schools.....	1	.....	1	.....	1	25 000	190 000	5 550	1 810	1 078	223 438	1 697	113
Secondary schools.....	13	.....	13	.....	13	88 000	508 200	6 750	3 918	11 237	618 165	3 599	319
Total.....	13	.....	13	.....	13	88 000	508 200	6 750	3 918	11 237	618 165	3 599	319
Binghamton	15	.....	15	.....	15	75 700	425 000	800	4 831	11 550	517 881	6 780	4
Elementary schools.....	1	.....	1	.....	1	65 195	65 248	5 430	2 421	1 850	138 594	1 545	110
Secondary schools.....	16	.....	16	.....	16	140 895	490 248	6 230	7 252	11 550	656 475	8 325	114
Total.....	16	.....	16	.....	16	140 895	490 248	6 230	7 252	11 550	656 475	8 325	114
Buffalo	105	29	76	.....	105	614 130	5 638 945	145 973	30 579	279 488	6 709 115	43 121	1 540
Elementary schools.....	7	.....	5	.....	7	436 413	732 796	54 469	20 863	38 176	1 282 717	12 451	989
Secondary schools.....	111	29	80	.....	111	1 050 543	6 371 741	200 442	51 442	317 664	7 991 832	55 573	2 529
Total.....	111	29	80	.....	111	1 050 543	6 371 741	200 442	51 442	317 664	7 991 832	55 573	2 529
Cohoes	9	.....	8	.....	9	24 800	58 100	962	1 602	600	86 064	1 763	46
Elementary schools.....	1	.....	1	.....	1	6 000	20 500	1 225	1 226	100	29 051	975	25
Secondary schools.....	10	.....	9	.....	10	30 800	78 600	2 138	2 827	700	115 115	2 738	71
Total.....	10	.....	9	.....	10	30 800	78 600	2 138	2 827	700	115 115	2 738	71

TABLE 2 (continued)  
Buildings, property and library

CITIES	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Corning	3	..	..	3	..	3	\$22 000	\$63 000	\$1 000	\$310	\$240	\$37 050	863	531
Elementary schools	1	..	..	1	..	1	5 000	46 000	2 000	1 540	..	64 540	1 290	64
Secondary schools	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	4	..	..	4	..	4	27 000	109 000	3 000	2 350	240	141 590	2 153	595
Cortland	5	..	3	2	..	5	17 000	71 500	450	850	100	89 900	1 690	100
Elementary schools	1	..	..	..	..	1	4 000	18 200	1 500	3 200	..	26 900	2 400	50
Secondary schools	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Total	5	..	3	2	..	5	21 000	89 700	1 950	4 050	100	116 800	4 000	150
Dunkirk	8	..	..	8	..	8	56 667	112 200	1 727	1 330	2 375	174 299	1 552	15
Elementary schools	1	..	..	..	..	1	23 333	109 785	4 033	2 788	375	140 314	1 665	100
Secondary schools	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Total	8	..	..	8	..	8	80 000	221 985	5 760	4 118	2 750	314 613	3 217	115
Elmira	10	..	..	10	..	10	58 500	471 324	3 007	6 525	26 800	566 156	10 503	382
Elementary schools	2	..	..	..	..	2	20 150	3 000	2 000	3 000	87	28 237	4 236	75
Secondary schools	2	..	..	..	..	2	..	..	..	..	..	..	..	..
Total	10	..	..	10	..	10	78 650	474 324	5 007	9 525	26 887	594 393	14 739	457
Fulton	7	..	1	6	..	7	6 300	106 400	750	1 800	450	115 700	2 128	639
Elementary schools	1	..	..	..	..	1	2 100	22 300	2 400	1 050	..	27 850	678	57
Secondary schools	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Total	7	..	1	6	..	7	8 400	128 700	3 150	2 850	450	143 550	2 806	687
Geneva	4	..	..	4	..	4	15 000	108 666	825	2 905	881	128 277	3 701	406
Elementary schools	1	..	..	..	..	1	..	..	2 722	7 252	..	89 174	8 316	153
Secondary schools	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Total	5	..	..	5	..	5	20 000	182 166	3 547	10 157	1 581	217 451	12 017	559

a Building in course of construction.





Newburgh	Elementary schools.....	7	7	43 000	395 400	600	2 200	25 400	466 600	4 579	.....
	Secondary schools.....	2	2	21 000	76 900	3 100	2 800	6 600	110 400	1 200	.....
	Total.....	8	8	64 000	472 300	3 700	5 000	32 000	577 000	5 779	.....
Niagara Falls	Elementary schools.....	11	10	59 069	207 453	2 200	1 950	8 919	339 591	3 500	181
	Secondary schools.....	1	1	26 000	161 035	8 250	2 884	4 306	202 535	1 962	205
	Total.....	12	11	85 069	428 488	10 450	4 834	13 285	542 126	5 462	386
North Tonawanda	Elementary schools.....	5	5	26 000	111 500	7 000	.....	7 352	151 852	.....	.....
	Secondary schools.....	1	1	10 000	126 000	3 000	1 625	3 144	143 769	1 486	82
	Total.....	5	5	36 000	237 500	10 000	1 625	10 496	295 621	1 486	82
Ogdensburg	Elementary schools.....	8	6	17 750	150 000	800	400	3 800	172 750	500	.....
	Secondary schools.....	1	1	9 000	121 000	3 500	1 000	400	134 900	1 570	.....
	Total.....	9	7	26 750	271 000	4 300	1 400	4 200	307 650	2 070	.....
Olean	Elementary schools.....	10	8	28 000	220 000	500	1 400	.....	249 900	2 136	.....
	Secondary schools.....	1	1	22 000	95 000	3 800	1 750	.....	122 550	3 765	50
	Total.....	10	8	50 000	315 000	4 300	3 150	.....	372 450	3 904	50
Oneida	Elementary schools.....	3	3	8 000	78 000	350	1 200	300	87 850	3 500	25
	Secondary schools.....	1	1	6 000	46 000	1 650	8 000	.....	61 650	7 000	200
	Total.....	4	4	14 000	124 000	2 000	9 200	300	149 500	10 500	225
Oswego	Elementary schools.....	4	4	5 500	48 000	700	400	700	55 300	1 090	160
	Secondary schools.....	1	1	7 000	118 000	2 000	600	100	127 700	500	80
	Total.....	4	4	12 500	166 000	2 700	1 000	800	183 000	1 590	240
Oswego	Elementary schools.....	13	7	18 000	139 000	1 200	2 400	375	160 975	5 938	95
	Secondary schools.....	4	2	5 000	29 500	2 300	1 200	.....	38 000	964	250
	Total.....	15	8	23 000	168 500	3 500	3 600	375	198 975	6 902	345
Plattsburgh	Elementary schools.....	7	2	12 000	76 000	170	1 833	2 475	92 478	2 644	175
	Secondary schools.....	1	1	32 000	31 500	1 350	2 957	300	68 107	2 811	87
	Total.....	7	2	44 000	107 500	1 520	4 790	2 775	160 585	4 955	262
Port Jervis	Elementary schools.....	6	4	17 050	152 900	.....	500	5 575	176 025	281	93
	Secondary schools.....	1	1	3 600	16 800	2 300	600	1 600	24 350	525	21
	Total.....	7	5	20 650	169 700	2 300	1 100	6 625	200 375	806	114

**TABLE 2 (continued)**  
**Buildings, property and library**

CITIES	Number of school districts	BUILDINGS				PROPERTY						LIBRARY		
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year
Poughkeepsie	10	1	9	.....	10	\$44 000	\$232 000	\$1 500	\$900	\$11 500	\$389 900	1 720	55	
Elementary schools.....	2	.....	2	.....	2	10 000	21 500	1 800	750	3 500	37 250	768	..	
Secondary schools.....	11	1	10	.....	11	54 000	253 500	3 000	1 650	15 000	327 150	2 488	55	
Total.....														
Rensselaer	8	.....	3	.....	3	6 000	89 642	1 200	1 850	7 125	105 817	2 086	241	
Elementary schools.....	1	.....	1	.....	1	500	18 121	1 300	1 214	1 200	22 335	1 103	50	
Secondary schools.....	3	.....	3	.....	3	6 500	107 763	2 500	3 064	8 325	128 152	3 789	291	
Total.....														
Rochester	33	.....	33	.....	33	362 681	2 618 230	23 500	19 800	46 200	3 069 811	29 402	81	
Elementary schools.....	2	.....	2	.....	2	68 000	680 500	56 000	9 350	5 150	819 000	13 095	546	
Secondary schools.....	35	.....	35	.....	35	430 681	3 298 730	79 500	29 150	51 350	3 888 811	42 497	627	
Total.....														
Rome	7	.....	7	.....	7	27 000	107 800	1 000	900	3 700	140 400	1 127	10	
Elementary schools.....	1	.....	1	.....	1	12 000	83 700	4 100	750	1 150	100 700	632	30	
Secondary schools.....	7	.....	7	.....	7	39 000	191 500	5 100	1 650	3 850	241 100	1 759	40	
Total.....														
Schenectady	21	2	19	.....	21	136 400	1 141 800	4 830	5 745	23 360	1 312 135	7 300	962	
Elementary schools.....	1	.....	1	.....	1	58 000	204 000	8 100	4 135	.....	274 235	4 430	112	
Secondary schools.....	22	2	20	.....	22	194 400	1 345 800	12 930	9 880	23 360	1 586 370	11 730	1 074	
Total.....														
Syracuse	38	3	35	.....	38	335 000	1 633 723	14 815	19 084	60 724	2 063 346	39 075	2 563	
Elementary schools.....	3	.....	3	.....	3	115 000	690 780	27 953	10 370	14 114	858 217	9 151	434	
Secondary schools.....	41	3	38	.....	41	450 000	2 324 503	42 768	29 454	74 838	2 921 563	48 226	2 997	
Total.....														

Tonawanda	Elementary schools...	5	1	3	2	1	5	7 000	96 000	300	1 300	2 800	107 200	1 387
	Secondary schools...	1	1	1	2	1	1	4 000	45 500	900	4 500	5 600	5 786	
	Total...	5	2	3	2	2	5	11 000	141 500	1 200	5 800	4 100	163 600	7 173
Troy	Elementary schools...	19	3	16	3	1	19	105 240	684 760	7 700	4 700	14 250	816 650	1 251
	Secondary schools...	1	1	1	1	1	1	28 500	205 000	5 350	2 900	150	241 900	28
	Total...	20	3	16	3	2	20	133 740	889 760	13 050	7 600	14 400	1 058 550	1 279
Utica	Elementary schools...	23	1	22	1	1	23	91 500	917 800	4 000	4 500	5 000	1 022 800	100
	Secondary schools...	1	1	1	1	1	1	15 000	178 300	6 000	3 500	5 500	3 280	18
	Total...	24	1	23	1	2	24	106 500	1 096 100	10 000	8 000	5 500	1 236 100	118
Watertown	Elementary schools...	12	12	12	12	12	12	50 000	616 000	6 365	2 475	21 352	696 192	176
	Secondary schools...	1	1	1	1	1	1	20 000	120 280	4 000	4 000	...	148 280	630
	Total...	13	13	13	13	13	13	70 000	736 280	10 365	6 475	21 352	844 472	796
Watervliet	Elementary schools...	5	5	5	5	5	5	12 000	130 000	2 000	850	1 700	146 550	55
	Secondary schools...	1	1	1	1	1	1	5 000	31 500	1 750	1 250	300	59 800	9
	Total...	6	6	6	6	6	6	17 000	161 500	3 750	2 100	2 000	206 350	64
Yonkers	Elementary schools...	21	21	21	21	21	21	336 675	2 071 578	10 851	9 872	60 000	2 438 976	750
	Secondary schools...	1	1	1	1	1	1	47 350	211 962	20 243	3 400	25 000	2 218	50
	Total...	22	22	22	22	22	22	384 025	2 283 540	31 094	13 271	85 000	2 707 030	800
Cities, elementary Towns, elementary	...	1 137	162	909	6	1 137	\$30 802 681	\$114 213 450	\$226 904	\$705 984	\$1 846 983	\$147 993 480	917 892	150 678
	...	10 551	9 525	1 046	280	10 860	3 128 102	22 106 423	439 221	981 564	472 208	27 174 508	1 576 185	147 402
	Total, elementary	11 688	9 687	2 015	286	11 997	\$33 930 783	\$136 415 873	\$316 215	\$1 686 611	\$2 318 508	\$175 167 988	2 494 077	298 080
Cities, secondary Towns, secondary	...	107	6	98	2	107	\$5 164 841	\$12 515 434	\$576 751	\$284 733	\$2 553 024	\$32 094 752	252 718	15 340
	...	637	271	342	26	639	848 768	6 250 343	418 179	481 704	245 078	8 245 773	15 345	258
	Total, secondary	744	277	440	29	746	\$6 013 609	\$19 765 777	\$994 930	\$766 437	\$2 799 802	\$30 340 555	797 974	40 525
Total, cities Total, towns	...	1 197	187	1 021	9	1 197	\$35 967 523	\$127 827 884	\$903 745	\$3 399 322	\$3 989 700	\$170 088 263	1 170 610	166 018
	...	10 551	9 527	1 056	282	10 874	3 976 870	28 353 766	907 400	1 403 253	718 986	35 420 280	2 131 441	172 857
	Total, State	11 748	9 694	2 077	291	12 071	\$39 944 392	\$156 181 650	\$1 811 145	\$2 453 043	\$5 118 308	\$205 508 543	3 292 051	338 005

TABLE 2 (concluded)  
Buildings, property and library

CITIES	Number of school districts	BUILDINGS				PROPERTY						LIBRARY			
		Log	Frame	Brick	Stone	Total	Value of schoolhouse site	Value of schoolhouse and furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during past year	
SPECIAL SCHOOLS															
College of the City of N. Y., acad. dept						2	\$1 241 439	\$445 913	.....	.	\$12 238	\$1 699 590	.	...	
Elementary.....				1	1	2	1 241 439	445 913	.....	.	12 238	1 699 590	.	...	
Secondary.....				1	1	2									
Total.....				1	1	2									
N. Y. Inst. for the Blind															
Elementary.....				1	1	1	170 327	214 056	\$17 851	\$3 235	1 844 471	2 249 990	4 960		
Secondary.....				1	1	1	18 925	23 784	1 985	365	204 941	250 000	1 400		
Total.....				1	1	1	189 252	237 840	19 836	3 650	2 049 412	2 499 990	6 220		
N. Y. State Normal Col., h. s. dept <sup>h</sup>															
Albany.....				1	1	1	54 333	135 868	3 836	980	.....	195 017	1 076		
Elementary.....				1	1	1	54 333	135 868	3 836	980	.....	195 017	1 076		
Secondary.....				1	1	1									
Total.....				1	1	1									
N. Y. State Sch. for the Blind,															
Batavia.....				3	3	3	16 000	307 500	19 200	3 360	.....	346 060	5 844	374	
Elementary.....				3	3	3	4 000	76 500	4 800	840	.....	86 140	1 948	127	
Secondary.....				3	3	3	20 000	384 000	24 000	4 200	.....	432 200	7 792	501	
Total.....				3	3	3									
(Normal Col. of the City of N. Y.,															
h. s. dept				1	1	1	500 000	400 000	1 833	.....	1 000	901 000	.....	...	
Elementary.....				1	1	1	250 000	175 000	1 833	1 833	5 000	433 666	7 604	425	
Secondary.....				1	1	2	750 000	575 000	1 833	1 833	6 000	1 394 666	7 604	425	
Total.....				2	2	2									
Special schools, elementary.															
Special schools, elementary.....				4	1	5	686 327	921 556	37 051	6 645	1 845 471	3 407 050	10 804	374	
Special schools, secondary.....				6	2	8	1 568 697	857 095	12 454	4 018	222 179	2 664 413	11 868	552	
Total, special schools.....				7	2	9	2 255 024	1 778 621	49 505	10 663	2 067 650	6 161 463	22 672	926	





TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS													CENSUS								
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduate certificates	College limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 18 years of age residing in the district August 30, 1911				
																		Boys	Girls	Total		
Allegany co. (continued)																						
4th sup'y'y dist.	60	2	1	2	1	2	2	5	31	21	1	1	1	1	7	53	163					
Elementary schools	9		2	2	1	2	2	3	31	21	1	1	1	1	5	6	194					
Secondary schools	60	2	4	2	1	2	2	8							12	59	163			635	558	1 193
Total																						
5th sup'y'y dist.	72 <sup>2</sup>		1	5	1	2	2	11	32	22	1	1	1	2	6	65	163					
Elementary schools	21 <sup>2</sup>		2	5	3	1	5	4	1	2	1	1	1	2	9	15	193					
Secondary schools	94		3	5	4	1	7	15	33	24	1	1	1	2	15	80	163			1 226	1 198	2 424
Total																						
Broome co. 1st sup'y'y dist.																						
Elementary schools	55 <sup>2</sup>	4						9	26	28		1	1	2	9	57	165					
Secondary schools	51				4			2	1						1	6	193					
Total	61	4			4			11	27	28		1	1	2	10	63	165			610	626	1 236
2d sup'y'y dist.																						
Elementary schools	55 <sup>2</sup>	6	1	1	1	1	1	2	22	32	4				4	59	165					
Secondary schools	31			1	1	1	1	2	22	32	4				1	2	195					
Total	59	6	1	2	1	2	2			32	4				5	61	165			559	569	1 128
3d sup'y'y dist.																						
Elementary schools	84 <sup>2</sup>	2	4		1	1	1	18	41	21	1	1	1	2	7	83	168					
Secondary schools	101			6	1	2	2	3							2	9	198					
Total	95	2	4	6	1	3	3	21	41	21	1	1	1	2	9	92	168			1 106	1 080	2 166
4th sup'y'y dist.																						
Elementary schools	61 <sup>2</sup>	1						8	39	30	3		1		4	77	166					
Secondary schools	71			1	3			2		2					3	5	196					
Total	69	1		1	3			8	39	32	3		1		7	82	166			546	565	1 111

[illegible]





TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS												CENSUS							
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduate certificates	College graduate limited certificates	College professional	College, professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 18 years of age residing in the district August 30, 1911		
																		Boys	Girls	Total
Columbia co., 1st sup'y's dist.																				
Elementary schools.....	68							10	5	46	6	1			5	63	173			
Secondary schools.....	6							2							1	5	186			
Total.....	74							12	5	46	6	1			6	68	173	822	772	1 594
2d sup'y's dist.																				
Elementary schools.....	82	1	1	1	1			7	18	56					13	70	183			
Secondary schools.....	64		1	1	1	2		3							4	3	196			
Total.....	89	1	2	2	2	2		10	18	56					17	73	183	1 513	1 421	2 934
3d sup'y's dist.																				
Elementary schools.....	53	2		2				2	13	35	2				5	47	176			
Secondary schools.....	2			2				3	13	35	2				1	2	196			
Total.....	55	2		2				5	13	35	2				6	49	176	504	509	1 013
Cortland co., 1st sup'y's dist.																				
Elementary schools.....	57	6	1	3	2			22	15	31	2				4	67	169			
Secondary schools.....	8			2				1		2	1				2	7	195			
Total.....	66	6	1	3	2			23	15	33	3				6	74	169	800	871	1 671
2d sup'y's dist.																				
Elementary schools.....	43	8	1	1	1			3	26	21	1				3	49	163			
Secondary schools.....	3			1				1	1	1					3	2	195			
Total.....	47	8	2	1	1			4	27	21	1				6	51	163	450	390	840
3d sup'y's dist.																				
Elementary schools.....	53	3	2	1				8	16	41	6				8	65	159			
Secondary schools.....	3			1				1	1						1	2	195			
Total.....	56	3	2	1				8	16	41	6				9	67	159	471	485	956

[illegible]

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS															CENSUS				
	Number of licensed teachers employed for legal term	Number of districts	State certificates	College graduate certificates	College graduate limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates or	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 13 years of age residing in the district August 30, 1911		
																		Boys	Girls	Total
Erie co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.....	88½ 13½ 102	1 1 1	1 1 1	1 1 1	2 2 2	2 2 2	2 2 2	36 12 24	34 24 34	31 1 32	1 1 1	1 1 1	1 1 1	2 2 2	5 3 8	88 14 102	168 198 168	1 694 1 659 3 353		
2d sup'y'y dist. Elementary schools. Secondary schools. Total.....	130½ 23½ 154	2 2 2	2 2 2	2 2 2	1 1 1	1 1 1	1 1 1	71 17 88	40 40 40	21 22 22	2 2 2	1 1 1	1 1 1	2 2 2	9 8 17	129 16 145	186 197 186	3 641 3 928 7 569		
3d sup'y'y dist. Elementary schools. Secondary schools. Total.....	69 9 78	1 1 1	1 2 1	2 1 1	2 2 2	2 2 2	2 2 2	12 2 14	33 2 34	25 1 25	1 1 1	1 1 1	1 1 1	1 1 1	4 2 6	69 193 76	168 193 168	1 338 2 642 1 304		
4th sup'y'y dist. Elementary schools. Secondary schools. Total.....	71½ 10½ 82	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	12 6 18	37 6 38	24 4 24	2 1 2	1 1 1	1 1 1	2 2 2	8 4 12	68 7 75	171 192 171	1 418 1 370 1 870	2 783 2 642 2 783	
5th sup'y'y dist. Elementary schools. Secondary schools. Total.....	69½ 10½ 80	1 1 1	1 5 5	1 5 5	2 2 2	2 2 2	2 2 2	9 5 14	51 5 51	20 3 20	1 1 1	1 1 1	1 1 1	2 3 5	2 3 5	80 9 89	164 197 164	1 167 1 124 1 124	2 291 2 291 2 291	
Essex co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.....	80½ 12½ 93	1 1 1	1 7 8	1 7 8	1 2 3	1 2 3	1 2 3	13 3 16	40 40 40	27 1 28	1 1 1	1 1 1	1 1 1	1 1 1	1 4 5	83 12 95	162 192 162	927 961 927	1 888 1 888 1 888	



2d sup v'y dist. Elementary schools Secondary schools Total.....	88	1	.....	4	1	2	2	2	13	54	23	1	.....	1	1	7	88	163	.....	.....	.....
	16	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	6	12	195	.....	.....	
	104	1	4	3	2	19	54	24	1	.....	1	.....	.....	.....	.....	13	100	163	1 340	2 689	
3d sup v'y dist. Elementary schools Secondary schools Total.....	76	1	.....	3	2	2	.....	.....	18	26	43	1	.....	1	.....	12	78	164	.....	.....	
	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	4	5	197	.....	.....	
	84	4	2	2	2	18	26	45	1	.....	1	.....	.....	.....	.....	16	83	164	1 057	2 083	
Franklin co., 1st sup v'y dist. Elementary schools Secondary schools Total.....	111	2	1	.....	.....	.....	.....	.....	19	73	22	2	1	1	2	2	119	162	.....	.....	
	13	.....	3	.....	3	6	.....	.....	25	73	1	.....	.....	.....	5	9	192	.....	.....	.....	
	125	2	2	3	3	26	73	23	2	1	1	2	.....	.....	7	128	162	2 174	2 154	4 328	
2d sup v'y dist. Elementary schools Secondary schools Total.....	76	4	1	1	.....	27	33	14	.....	1	1	.....	.....	.....	2	80	165	.....	.....	.....	
	12	.....	.....	.....	.....	3	.....	2	.....	.....	6	.....	.....	.....	6	6	196	.....	.....	.....	
	89	5	3	1	4	30	33	16	.....	1	1	.....	.....	.....	8	86	165	1 422	1 493	2 915	
3d sup v'y dist. Elementary schools Secondary schools Total.....	53	.....	.....	.....	.....	2	37	13	.....	.....	.....	.....	.....	.....	5	47	161	.....	.....	.....	
	4	.....	.....	.....	.....	2	3	1	.....	.....	.....	.....	.....	.....	2	3	101	.....	.....	.....	
	57	.....	.....	.....	.....	4	38	14	.....	.....	.....	.....	.....	.....	7	50	161	914	842	1 756	
4th sup v'y dist. Elementary schools Secondary schools Total.....	60	.....	1	.....	.....	8	30	23	.....	.....	.....	.....	.....	.....	4	58	166	.....	.....	.....	
	12	.....	6	.....	2	2	.....	3	.....	.....	5	.....	.....	.....	8	66	166	.....	.....	.....	
	73	.....	7	2	10	30	30	26	.....	.....	9	.....	.....	.....	9	.....	.....	981	982	1 903	
Fulton co., 1st sup v'y dist. Elementary schools Secondary schools Total.....	57	3	.....	.....	.....	6	33	27	.....	.....	10	.....	.....	.....	56	166	.....	.....	.....	.....	
	57	3	.....	.....	.....	6	33	27	.....	.....	10	.....	.....	.....	56	166	.....	572	534	1 106	
2d sup v'y dist. Elementary schools Secondary schools Total.....	53	3	.....	.....	.....	4	32	20	.....	.....	.....	.....	.....	.....	3	54	167	.....	.....	.....	
	5	.....	2	.....	4	.....	.....	.....	4	.....	3	.....	.....	.....	3	3	199	.....	.....	.....	
	59	3	.....	.....	8	32	32	20	.....	.....	6	.....	.....	.....	6	57	167	746	808	1 554	
Genesee co., 1st sup v'y dist. Elementary schools Secondary schools Total.....	21	.....	1	.....	57	36	.....	25	.....	1	1	.....	.....	.....	117	177	.....	.....	.....	.....	
	124	.....	2	1	7	2	6	.....	1	.....	5	.....	.....	.....	9	12	194	.....	.....	.....	
	142	.....	2	2	7	2	63	36	26	.....	1	1	.....	14	129	177	2 342	2 294	4 636	.....	
2d sup v'y dist. Elementary schools Secondary schools Total.....	82	3	10	.....	.....	1	26	14	.....	.....	10	.....	.....	.....	73	177	.....	.....	.....	.....	
	13	.....	1	4	2	.....	6	.....	8	.....	5	.....	.....	.....	8	107	.....	.....	.....	.....	
	95	3	11	4	2	32	14	31	.....	.....	15	.....	.....	.....	81	177	1 299	1 193	2 492	.....	



3d sup v'y dist.	87 1/2	3	2	1	3	3	32	25	36	3	1	1	98	168	1	349	2 714
Elementary schools	114	3	2	1	3	3	32	25	36	3	1	1	98	168	1	349	2 714
Secondary schools	99	3	2	1	3	3	34	25	37	3	1	1	106	168	1	365	2 714
Total	213	6	4	2	6	6	66	50	73	6	2	2	204	336	2	714	5 428
4th sup v'y dist.	49 1/2	1	1	1	1	5	8	19	25	3	1	1	54	169	4	471	952
Elementary schools	71	1	1	1	1	5	8	19	25	3	1	1	54	169	4	471	952
Secondary schools	57	1	1	1	1	6	13	19	25	4	1	1	62	169	4	471	952
Total	128	2	2	2	2	11	21	38	50	7	2	2	116	338	8	942	1 904
Jefferson co., 1st sup v'y dist.	63 1/2	3	3	1	1	2	3	50	21	2	1	3	71	164	4	619	1 281
Elementary schools	71	3	3	1	1	2	1	50	22	2	1	4	75	164	4	632	1 281
Secondary schools	71	3	3	1	1	6	4	50	23	3	1	7	75	164	4	647	1 281
Total	142	6	6	2	2	8	5	100	45	5	2	11	150	328	8	1 279	2 562
2d sup v'y dist.	59 1/2	8	1	1	1	1	3	35	23	2	1	9	64	162	4	673	1 311
Elementary schools	114	8	1	1	1	1	3	35	23	2	1	9	64	162	4	673	1 311
Secondary schools	71	8	2	3	3	5	2	35	23	1	1	12	69	162	4	698	1 311
Total	185	16	3	4	4	6	5	70	46	3	2	21	133	324	8	1 371	2 622
3d sup v'y dist.	73 1/2	3	1	1	1	5	4	42	25	1	1	9	64	162	4	673	1 311
Elementary schools	81	3	1	1	1	5	4	42	25	1	1	9	64	162	4	673	1 311
Secondary schools	71	3	1	1	1	5	5	42	27	2	1	12	69	162	4	698	1 311
Total	152	6	2	2	2	10	9	84	52	3	2	21	133	324	8	1 371	2 622
4th sup v'y dist.	73 1/2	6	3	1	1	1	3	34	40	1	1	4	78	167	4	736	1 530
Elementary schools	114	6	3	1	1	1	3	34	40	1	1	4	78	167	4	736	1 530
Secondary schools	86	6	2	2	2	3	6	34	41	1	1	9	85	167	4	794	1 530
Total	199	12	5	3	3	4	9	68	81	2	2	13	163	334	8	1 530	3 060
5th sup v'y dist.	75 1/2	3	1	1	1	1	13	46	30	1	1	9	82	164	4	736	1 530
Elementary schools	114	3	1	1	1	1	13	46	30	1	1	9	82	164	4	736	1 530
Secondary schools	87	3	1	1	1	2	15	47	31	1	1	14	90	164	4	794	1 530
Total	201	6	2	2	2	3	28	93	61	2	2	23	172	328	8	1 530	3 060
6th sup v'y dist.	77 1/2	6	2	1	1	2	9	43	27	2	1	6	78	167	4	736	1 530
Elementary schools	151	6	2	1	1	2	9	43	27	2	1	6	78	167	4	736	1 530
Secondary schools	93	6	4	5	2	2	14	43	28	2	1	11	91	167	4	807	1 530
Total	244	12	6	6	3	4	23	86	55	4	2	17	169	334	8	1 530	3 060
Lewis co., 1st sup v'y dist.	62 1/2	1	1	1	1	1	5	22	38	3	1	6	63	161	4	611	1 095
Elementary schools	34	1	1	1	1	1	5	22	38	3	1	6	63	161	4	611	1 095
Secondary schools	66	1	1	1	1	1	7	22	39	3	1	8	66	161	4	632	1 095
Total	100	2	2	2	2	2	12	44	77	6	2	14	129	322	8	1 243	2 190
2d sup v'y dist.	67 1/2	2	2	1	1	1	3	48	15	1	1	6	62	160	4	611	1 095
Elementary schools	84	2	2	1	1	1	3	48	15	1	1	6	62	160	4	611	1 095
Secondary schools	81	2	2	1	1	1	4	48	16	1	1	7	63	160	4	637	1 095
Total	165	4	4	2	2	2	7	96	31	2	2	13	125	320	8	1 248	2 190

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS														CENSUS					
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduates certificates	College graduates limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 18 years of age reading in the district August 30, 1911		
																		Boys	Girls	Total
Lewis co. (concluded)																				
3d sup'y'y dist.	50	2						1	28	24					4	49	161	...	...	...
Elementary schools	15							1	1						1	1	200	...	...	...
Secondary schools	2	2						2	28	24					5	50	161	420	305	815
Total	52																			
4th sup'y'y dist.																				
Elementary schools	57 1/2							3	24	34	7				7	63	163	...	...	...
Secondary schools	5 1/2							2							3	3	196	...	...	...
Total	63							5	24	34	7				10	66	163	566	546	1 112
Livingston co., 1st sup'y'y dist.																				
Elementary schools	91							51	15	21	1				12	78	171	...	...	...
Secondary schools	15							7	1	1					6	12	135	...	...	...
Total	106							58	16	22	1				18	90	171	1 555	1 515	3 070
24 sup'y'y dist.																				
Elementary schools	70							18	26	22	2		1		15	57	165	...	...	...
Secondary schools	6							19	26	22	2		1		3	60	165	...	...	...
Total	76														18	117	330	847	772	1 619
3d sup'y'y dist.																				
Elementary schools	79 1/2	3						24	42	15	1		3		13	72	164	...	...	...
Secondary schools	15 1/2							7							6	11	194	...	...	...
Total	95	3						31	42	15	1		3		19	83	164	1 246	1 124	2 370
Madison co., 1st sup'y'y dist.																				
Elementary schools	51	18						14	20	30				1	4	61	167	...	...	...
Secondary schools	15							6		4					8	9	191	...	...	...
Total	66	18						20		34				1	12	70	167	724	629	1 353

[illegible]

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS													CENSUS					
	Number of licensed teachers employed for legal term	State certificates	College graduates	College graduates limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Boys	Girls	Total
Nassau co. (concluded)																			
2d sup'y'y dist.	248½	1	6	2	5	3	166	26	33	6	1	3	24	22	244	196	...	...	...
Elementary schools	494½	2	17	3	16	4	12	1	4	...	1	...	...	16	44	...	...	...	...
Secondary schools	298½	3	23	5	21	7	168	27	37	6	2	3	24	38	288	196	5 576	5 339	10 915
Total																			
Niagara co., 1st sup'y'y dist.																			
Elementary schools	62	...	...	...	...	...	...	42	12	...	...	...	...	4	50	177	...	...	...
Secondary schools	8	...	...	...	...	...	...	42	12	...	...	...	...	2	6	190	...	...	...
Total	70	...	...	...	...	...	...	84	24	...	...	...	...	6	65	177	925	954	1 879
2d sup'y'y dist.																			
Elementary schools	56	...	...	...	...	...	...	21	23	...	5	4	...	3	53	173	...	...	...
Secondary schools	56	...	...	...	...	...	...	21	23	...	5	4	...	3	53	173	...	...	...
Total																			
3d sup'y'y dist.																			
Elementary schools	74½	...	1	...	...	...	7	39	27	...	...	...	...	4	70	174	...	...	...
Secondary schools	53½	...	1	...	...	...	3	...	1	...	...	...	...	2	4	197	...	...	...
Total	80	...	2	...	1	...	10	39	28	...	...	...	...	6	74	174	1 183	1 303	2 486
Oneida co., 1st sup'y'y dist.																			
Elementary schools	80½	2	4	1	...	...	19	7	56	...	...	...	...	6	81	176	...	...	...
Secondary schools	12½	2	5	2	1	1	4	...	...	...	...	...	...	5	8	197	...	...	...
Total	93	4	6	2	1	1	23	7	56	...	...	...	...	11	89	176	1 536	1 479	3 015
2d sup'y'y dist.																			
Elementary schools	65½	10	...	...	...	...	5	8	52	...	...	1	1	5	62	167	...	...	...
Secondary schools	12½	10	...	...	...	...	6	1	1	...	...	...	...	6	7	190	...	...	...
Total	78	20	2	...	...	...	11	9	53	...	...	1	1	11	69	357	871	839	1 710







[illegible]

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS														CENSUS			
	Number of licensed teachers employed for legal term	State certificates	College graduate certificates	College professional limited certificates	College professional	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 18 years of age residing in the district August 30, 1911		
																Boys	Girls	Total
Oscego co. (concluded)																		
2d sup'y'y dist.	50	2	..	..	..	4	22	23	3		1		8	45	165			
Elementary schools	8	..	1	2	2	2	1	..	..		..		4	5	194			
Secondary schools	58	2	1	2	2	5	23	23	3		1		12	50	165	433	443	876
Total																		
3d sup'y'y dist.																		
Elementary schools	673	4	1	..	..	15	25	30	1	1	1		7	67	165			
Secondary schools	131	..	..	..	..	2	1	3	..	..	..		4	10	191			
Total	81	4	1	1	1	17	26	33	1	1	1		11	77	165	865	862	1 727
4th sup'y'y dist.																		
Elementary schools	511	14	..	..	..	12	37	7	..	..	..		4	53	185			
Secondary schools	83	..	..	..	..	2	1	1	..	..	..		4	4	8	190		
Total	60	14	1	2	2	14	38	8	..	..	..		8	61	185	617	623	1 240
5th sup'y'y dist.																		
Elementary schools	461	5	..	..	..	8	35	10	1	..	..		3	51	162			
Secondary schools	71	..	..	..	..	2	2	1	..	..	..		3	5	188			
Total	54	5	1	2	2	10	36	11	..	..	..		6	56	162	437	407	844
6th sup'y'y dist.																		
Elementary schools	40	11	1	..	..	2	26	15	1	..	..		5	40	166			
Secondary schools	3	..	..	..	..	1	..	2	..	..	..		2	1	199			
Total	43	11	1	..	..	3	26	17	1	..	..		7	41	166	340	373	713
Putnam co.																		
Elementary schools	801	..	5	..	2	1	22	10	41	1	1	2	10	77	184			
Secondary schools	111	..	..	4	1	..	3	..	1	..	..	..	3	7	193			
Total	92	..	7	6	3	1	25	10	42	1	1	2	13	84	184	1 179	1 245	2 424

Rensselaer co., 1st sup'y's dist.														
Elementary schools	60½	4	5	..	..	..	..	..	..	24	22	35	3	1
Secondary schools	23½	4	4	11	3	..	1	..	..	3	..	1	1	6
Total	84	4	9	11	3	..	1	..	..	27	22	86	4	1
2d sup'y's dist.														
Elementary schools	49½	2	..	..	..	..	..	..	..	2	9	38	8	..
Secondary schools	2½	..	..	..	1	..	..	..	..	..	..	..	1	1
Total	52	2	..	..	1	..	..	..	..	2	9	38	9	..
3d sup'y's dist.														
Elementary schools	66	..	1	..	..	..	..	..	..	1	7	56	2	..
Secondary schools	2	..	..	2	..	..	..	..	..	1	7	57	2	..
Total	68	..	1	2	..	..	..	..	..	1	7	57	2	..
Rockland co.														
Elementary schools	195½	1	6	2	1	2	1	..	..	90	22	64	4	1
Secondary schools	39½	2	2	14	6	3	3	8	..	8	2	5	..	6
Total	235	1	8	16	7	5	4	98	..	98	24	69	4	1
St Lawrence co., 1st sup'y's dist.														
Elementary schools	107	1	..	8	..	..	..	..	..	17	37	63	1	..
Secondary schools	15	..	..	..	..	..	..	..	..	3	3	3	..	..
Total	122	1	..	8	..	..	..	..	..	20	40	66	1	..
2d sup'y's dist.														
Elementary schools	55	..	..	..	..	..	..	..	..	7	21	27	..	..
Secondary schools	4	..	..	..	1	2	..	2	..	..	1	..	..	..
Total	59	..	..	..	1	2	..	2	..	7	22	27	..	..
3d sup'y's dist.														
Elementary schools	71	..	..	2	1	1	..	..	..	9	25	35	..	..
Secondary schools	6	..	1	2	1	1	..	..	..	2	..	36	..	..
Total	77	..	1	2	1	1	..	..	..	11	25	36	..	..
4th sup'y's dist.														
Elementary schools	59½	1	..	..	..	..	..	8	..	8	40	19	1	..
Secondary schools	5½	..	..	..	..	..	..	4	..	1	..	1	..	..
Total	65	1	..	..	..	..	..	12	..	12	40	20	1	..
5th sup'y's dist.														
Elementary schools	87½	2	..	3	1	7	..	18	..	18	27	48	1	1
Secondary schools	10½	..	..	3	1	7	..	18	..	18	27	49	1	2
Total	98	2	..	3	1	7	..	18	..	18	27	49	1	2
6th sup'y's dist.														
Elementary schools	81½	..	..	..	..	1	..	31	..	31	45	6	..	3
Secondary schools	81	..	1	1	2	3	..	4	..	4	45	..	..	1
Total	90	1	1	1	2	4	..	35	..	35	45	6	..	3

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS															CENSUS						
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduates certificates	College graduates limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Boys	Girls	Total	Number of children between 5 and 18 years of age residing in the district August 30, 1911	
ST Lawrence co. (concluded)																						
7th sup'v'y dist.	88							21	55	18		1	1	1	8	89	161					
Elementary schools	114							5			1				6	7	197					
Secondary schools	97							26	55	18	1	1	1	1	14	96	161	1 220	1 285	2 505		
Total																						
8th sup'v'y dist.																						
Elementary schools	50	2						16	34	14					8	56	162					
Secondary schools	14							2							1	1	197					
Total	61	2						18	34	14					9	57	162	652	621	1 273		
Saratoga co., 1st sup'v'y dist.																						
Elementary schools	103							15	46	39	1	2	2	1	3	103	170					
Secondary schools	15							1		3					4	10	192					
Total	118							16	46	42	1	2	2	1	7	113	170	2 073	2 104	4 177		
2d sup'v'y dist.																						
Elementary schools	73	2						4	45	26	2		1	1	2	77	168					
Secondary schools	8							4		1					2	6	199					
Total	81	2						8	45	27	2		1	1	4	83	168	984	1 011	1 995		
3d sup'v'y dist.																						
Elementary schools	120							34	35	45	1	1	1	9	2	127	169					
Secondary schools	21							7		2	1				4	17	198					
Total	141							41	35	47	2	1	1	9	6	144	169	2 219	2 250	4 469		
4th sup'v'y dist.																						
Elementary schools	50	2						12	34	14	2				8	56	161					
Secondary schools	4							2							1	3	198					
Total	53	2						14	34	14	2				9	59	161	678	707	1 385		

Schenectady co.	100	2	1	1	1	1	1	1	1	19	23	55	2	3	11	92	174	.....	.....	.....
Elementary schools	7	2	1	1	1	1	1	1	1	2	23	56	2	3	13	98	174	.....	1 628	3 390
Secondary schools	107	2	1	1	1	1	1	1	1	21	23	56	2	3	13	98	174	.....	1 762	.....
Total	207	4	2	2	2	2	2	2	2	20	46	112	4	6	26	196	348	.....	2 390	.....
Schoharie co., 1st sup'y's dist.	61	7	1	1	1	1	1	1	1	18	18	41	7	..	17	49	161	.....	.....	.....
Elementary schools	11	1	1	1	1	1	1	1	1	3	3	11	1	..	1	1	198	.....	.....	.....
Secondary schools	50	6	1	1	1	1	1	1	1	15	15	40	2	..	21	45	166	.....	.....	1 587
Total	61	7	1	1	1	1	1	1	1	18	18	41	7	..	18	50	364	.....	450	941
2d sup'y's dist.	58	1	1	1	1	1	1	1	1	3	15	39	1	..	18	41	166	.....	.....	.....
Elementary schools	51	1	1	1	1	1	1	1	1	3	15	39	1	..	18	41	166	.....	.....	.....
Secondary schools	64	1	1	1	1	1	1	1	1	6	15	40	2	..	21	45	166	.....	818	1 587
Total	115	2	2	2	2	2	2	2	2	9	30	79	3	..	39	86	332	.....	1 306	.....
3d sup'y's dist.	72	6	2	2	2	2	2	2	2	5	19	46	4	1	20	57	168	.....	.....	.....
Elementary schools	10	1	1	1	1	1	1	1	1	2	19	46	4	1	3	8	191	.....	.....	.....
Secondary schools	62	5	1	1	1	1	1	1	1	3	19	34	1	..	23	65	168	.....	896	1 800
Total	134	11	3	3	3	3	3	3	3	7	38	80	5	1	23	73	359	.....	904	.....
Schuyler co., 1st sup'y's dist.	59	5	2	2	2	2	2	2	2	2	19	33	1	..	8	50	169	.....	.....	.....
Elementary schools	3	1	1	1	1	1	1	1	1	1	19	34	1	..	2	52	169	.....	.....	.....
Secondary schools	62	4	1	1	1	1	1	1	1	1	19	34	1	..	10	52	169	.....	554	1 123
Total	121	9	3	3	3	3	3	3	3	2	38	68	2	..	12	104	338	.....	554	.....
2d sup'y's dist.	53	3	1	1	1	1	1	1	1	6	35	19	..	..	2	58	164	.....	.....	.....
Elementary schools	44	1	1	1	1	1	1	1	1	6	35	19	..	..	2	58	164	.....	.....	.....
Secondary schools	63	2	1	1	1	1	1	1	1	1	35	19	..	..	2	58	164	.....	.....	.....
Total	117	3	2	2	2	2	2	2	2	7	70	38	..	..	4	116	328	.....	665	1 291
Seneca co., 1st sup'y's dist.	56	1	1	1	1	1	1	1	1	6	24	26	..	..	8	51	171	.....	.....	.....
Elementary schools	44	1	1	1	1	1	1	1	1	6	24	26	..	..	8	51	171	.....	.....	.....
Secondary schools	66	1	1	1	1	1	1	1	1	1	24	30	4	..	12	60	171	.....	739	1 543
Total	120	2	2	2	2	2	2	2	2	7	48	56	4	..	20	111	342	.....	739	.....
2d sup'y's dist.	77	1	1	1	1	1	1	1	1	8	32	39	1	1	3	79	173	.....	.....	.....
Elementary schools	14	1	1	1	1	1	1	1	1	3	32	39	1	1	3	79	173	.....	.....	.....
Secondary schools	92	1	1	1	1	1	1	1	1	11	32	42	2	1	6	91	173	.....	1 410	2 720
Total	169	2	2	2	2	2	2	2	2	19	64	81	3	2	9	170	346	.....	1 410	.....
Stenham co., 1st sup'y's dist.	83	2	2	2	2	2	2	2	2	18	45	27	..	..	5	88	165	.....	.....	.....
Elementary schools	14	1	1	1	1	1	1	1	1	4	45	27	..	..	2	11	197	.....	.....	.....
Secondary schools	11	1	1	1	1	1	1	1	1	1	45	27	..	..	3	99	165	.....	1 233	2 614
Total	95	3	3	3	3	3	3	3	3	22	90	54	..	..	7	118	362	.....	1 233	.....



Suffolk co., 1st sup'y's dist.													
Elementary schools.....	169	...	5	1	1	1	84	23	48	2	...	4	14
Secondary schools.....	29	...	10	6	3	37	...	23	2	...	...	17	27
Total.....	208	...	5	11	7	101	...	23	50	2	...	31	182
2d sup'y's dist.													
Elementary schools.....	163	...	2	3	2	1	108	12	41	2	...	3	14
Secondary schools.....	27	...	3	6	7	6	9	1	4	...	...	10	28
Total.....	200	...	5	9	7	3	117	13	45	2	...	24	139
3d sup'y's dist.													
Elementary schools.....	120	...	2	2	1	1	61	14	48	3	...	1	10
Secondary schools.....	21	...	1	2	3	4	5	...	1	...	...	8	13
Total.....	141	...	3	3	4	5	66	14	49	3	...	18	140
Sullivan co., 1st sup'y's dist.													
Elementary schools.....	71	...	2	...	1	1	4	33	35	...	...	1	55
Secondary schools.....	46	...	...	...	...	...	...	...	...	...	...	3	108
Total.....	76	...	2	...	1	1	4	33	35	...	...	20	58
2d sup'y's dist.													
Elementary schools.....	80	...	1	1	1	2	8	29	43	3	...	11	73
Secondary schools.....	7	...	1	...	...	...	2	...	1	...	...	5	4
Total.....	88	...	2	1	1	2	10	29	44	3	...	16	77
3d sup'y's dist.													
Elementary schools.....	76	...	1	...	1	...	7	40	30	4	...	20	62
Secondary schools.....	4	...	...	...	2	...	1	...	...	...	...	3	197
Total.....	80	...	1	...	3	...	8	40	30	4	...	21	65
Toga co., 1st sup'y's dist.													
Elementary schools.....	57	...	6	...	...	...	3	28	33	1	...	13	52
Secondary schools.....	8	...	2	3	1	2	...	...	1	...	...	6	196
Total.....	66	...	6	2	3	1	5	28	34	1	...	16	58
2d sup'y's dist.													
Elementary schools.....	74	...	3	1	...	...	9	38	26	...	...	4	70
Secondary schools.....	9	...	...	5	1	1	...	1	3	...	...	8	196
Total.....	84	...	3	1	5	1	9	39	29	...	...	7	78
3d sup'y's dist.													
Elementary schools.....	64	...	5	1	...	...	10	28	31	...	...	5	66
Secondary schools.....	10	...	1	4	1	1	1	2	4	1	...	7	196
Total.....	75	...	5	2	2	1	12	28	35	1	...	12	74

TABLE 3 (continued)  
Teachers and census

SUPERVISORY DISTRICTS	TEACHERS													CENSUS						
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduates	College limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Number of children between 5 and 18 years of age residing in the district August 30, 1911		
																		Boys	Girls	Total
Tompkins co., 1st sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	41 52 93	9 9	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	2 1 3	21 1 21	21 ..... 21	..... ..... .....	..... ..... .....	..... ..... .....	6 2 8	38 5 43	166 196 166	..... ..... 436	..... ..... 399	..... ..... 835
2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	48 54 102	7 7	1 ..... 1	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	6 4 10	17 ..... 17	27 2 29	1 1 1	..... ..... .....	..... ..... .....	..... ..... .....	1 3 4	50 7 57	188 196 168	..... ..... 573	..... ..... 546	..... ..... 1 119
3d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	68 10 78	..... ..... .....	1 ..... 1	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	11 3 14	38 1 39	22 2 24	4 ..... 4	..... ..... .....	..... ..... .....	..... ..... .....	5 8 13	71 7 78	166 188 166	..... ..... 632	..... ..... 592	..... ..... 1 224
Ulster co., 1st sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	77 64 141	1 1	2 ..... 3	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	16 2 17	10 ..... 10	51 ..... 51	7 ..... 7	..... ..... .....	..... ..... .....	..... ..... .....	16 1 17	71 6 77	184 196 184	..... ..... 1 857	..... ..... 1 949	..... ..... 3 806
2d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	102 64 166	..... ..... .....	4 ..... 6	3 ..... 3	..... ..... .....	..... ..... .....	..... ..... .....	29 4 33	23 ..... 23	42 ..... 42	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	14 3 17	87 3 90	181 195 181	..... ..... 1 920	..... ..... 1 839	..... ..... 3 759
3d sup'y'y dist. Elementary schools..... Secondary schools..... Total.....	85 7 92	3 ..... 3	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	6 2 8	45 ..... 46	30 ..... 30	8 ..... 8	..... ..... .....	..... ..... .....	..... ..... .....	12 1 13	73 6 79	170 197 170	..... ..... 1 416	..... ..... 1 438	..... ..... 2 852







<b>4th sup'y's dist.</b>															
Elementary schools	1083	1	3	1	2	51	15	39	5	1	1	3	8	114	189
Secondary schools	184	1	3	1	4	5	5	5	1	1	1	5	16	192	273
Total	125	2	6	1	5	56	15	44	6	2	1	8	13	130	462
<b>Wyoing co., 1st sup'y's dist.</b>															
Elementary schools	701	1	..	..	..	11	43	18	..	..	..	..	6	164	..
Secondary schools	61	..	..	..	..	7	..	..	..	..	..	..	2	194	..
Total	77	1	..	..	..	18	43	18	..	..	..	..	8	164	876
<b>2d sup'y's dist.</b>															
Elementary schools	77	1	..	..	..	17	37	26	..	..	..	..	4	77	163
Secondary schools	12	..	4	1	5	1	..	1	1	..	..	..	5	11	193
Total	89	1	4	1	5	1	37	27	1	..	1	..	9	88	163
<b>3d sup'y's dist.</b>															
Elementary schools	79	..	..	..	1	18	34	22	..	1	1	1	6	72	167
Secondary schools	14	..	2	..	4	9	..	..	..	..	..	..	4	11	195
Total	93	..	2	..	4	27	34	22	..	1	1	1	10	83	167
<b>Yates co., 1st sup'y's dist.</b>															
Elementary schools	711	1	1	..	..	11	44	18	..	1	..	..	4	72	172
Secondary schools	141	1	5	3	4	1	..	..	..	..	..	..	4	14	199
Total	86	2	6	3	4	15	44	18	..	1	..	..	8	86	172
<b>2d sup'y's dist.</b>															
Elementary schools	513	3	..	..	..	7	25	20	..	..	..	..	3	49	166
Secondary schools	31	..	1	..	..	2	..	..	..	..	..	..	2	1	198
Total	55	3	1	..	..	9	25	20	..	..	..	..	5	50	166
<b>CITIES</b>															
<b>Albany</b>															
Elementary schools	203	..	5	..	..	25	228	72	..	..	..	..	14	316	190
Secondary schools	46	1	16	..	..	13	2	21	..	..	..	..	16	37	190
Total	239	1	21	..	..	38	230	93	..	..	..	..	30	353	380
<b>Amsterdam</b>															
Elementary schools	86	3	..	..	..	55	13	13	..	1	5	8	82	194	..
Secondary schools	15	1	6	1	3	1	..	3	..	..	..	3	12	194	..
Total	101	4	6	1	3	56	13	16	..	1	5	11	94	194	3084
<b>Auburn</b>															
Elementary schools	118	..	3	..	..	16	42	51	..	1	1	8	4	118	192
Secondary schools	22	2	7	2	1	2	1	5	..	1	..	10	11	189	192
Total	140	2	10	2	1	18	43	56	..	2	1	8	14	129	3806

TABLE 3 (continued)  
Teachers and census

CITIES	TEACHERS															CENSUS				
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduate certificates	College limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	CENSUS		
																		Boys	Girls	Total
Binghamton																				
Elementary schools	195		5			1		127	16	48	1		2	2	6	196	198			
Secondary schools	28		1	26	3			2		48	1	1	2	2	10	23	198		4 103	
Total	223		6	26	3	1		129	16						16	219	198			8 215
Buffalo																				
Elementary schools	1 468		15	9		9		451	444	515		8	1	56	76	1 432	197			
Secondary schools	44		3	31	11	20		21	9	63		3			33	115	197			
Total	1 512		20	40		20		472	453	553		11	1	56	109	1 547	197	48 027	47 171	95 198
Cohoes																				
Elementary schools	56		1	1	1	1	1	7	18	38			1		2	64	183			
Secondary schools	9		1	1	3	1		1								6	103			
Total	65		2	2	4	2		8	18	38			1			70	193	2 574	2 790	5 364
Corning																				
Elementary schools	25							18		7		1				26	192			
Secondary schools	12			2	6			1		2					3	8	192			
Total	37			2	6			19		9		1			3	34	192	950	1 050	2 000
Cortland																				
Elementary schools	36		1	2	3			36		1					2	35	195			
Secondary schools	10		1					3							1	8	195			
Total	46		2	3				39		1					3	43	195	1 172	1 071	2 243
Dunkirk																				
Elementary schools	57		1	1	3			40		14		1	1	1		57	197			
Secondary schools	13							3		5					7	6	197			
Total	70		1	1	3			43		19		1	1	1		63	197	2 048	1 969	4 017

Elmira	Elementary schools	120	1	5	1	1	32	78	35	3	1	1	146	107																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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TABLE 3 (continued)  
Teachers and census

CITIES	TEACHERS																	CENSUS				
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduate certificates	College certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Comptroller certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Boys	Girls	Total	Number of children between 5 and 18 years of age reading in the district August 30, 1911	
Johnstown	40		2	3	3		2	23	11	6	9	1	2			44	196					
Elementary schools	15		1			1	2	4		3		1			3	12	196					
Secondary schools	55		3	3		1	2	27	11	9					3	56	196	996	919		1 915	
Total																						
Kingston	89		10			2	4	39	10	27	1	1	1		7	84	199					
Elementary schools	22		3			3	4	6		2					5	104	197	2 442				
Secondary schools	111		13	2	2	5	4	45	10	29	1	1	1		12	104	199					
Total																						
LaSalle	33							24	5	4					3	30	198					
Elementary schools	7					1		4		2					1	6	198					
Secondary schools	40					1		28	5	6					4	36	198	1 155	957		2 112	
Total																						
Little Falls	29							13	1	12				3	3	26	193					
Elementary schools	9					4		2	1	1					3	7	190					
Secondary schools	38							15	2	13			1	3	6	33	193	1 015	1 094		2 109	
Total																						
Lockport	74		1					22	26	33		1	1		2	82	192					
Elementary schools	16		1			6		5		4	2				4	14	192					
Secondary schools	90		2			6		27	26	37	2	1	1		6	96	192	1 750	1 750		3 500	
Total																						
Middletown	56		1					41		13	1	1			2	55	194					
Elementary schools	14							2		3					7	7	194					
Secondary schools	70		1	2	2			43		16	1	1			9	62	194	1 300	1 361		2 661	
Total																						

[illegible]

TABLE 3 (continued)  
Teachers and census

(CITIES)	TEACHERS																	CENSUS				
	Number of licensed teachers employed for legal term	Number of districts contracting	State certificates	College graduate certificates	College graduate limited certificates	College professional	College professional limited	Normal diplomas	Training class or school certificates	Commissioner certificates	Temporary licenses	Drawing	Music	Kindergarten	Males	Females	Number of days school was in session	Boys	Girls	Total	Number of children between 5 and 18 years of age residing in the district August 30, 1911	
Oneonta	33	..	..	..	1	1	5	22	1	9	1	1	1	..	..	34	191	..	..	..	..	..
Elementary schools	33	..	..	..	1	1	5	22	1	9	1	1	1	..	..	2	10	191	..	..	..	..
Secondary schools	12	..	..	..	..	..	..	1	..	3	1	..	..	..	..	2	10	191	..	..	..	..
Total	45	..	..	..	1	1	5	23	1	12	1	1	1	..	..	44	191	849	952	1 801	..	
Oswego	71	..	..	..	1	..	..	70	..	..	..	..	..	..	2	69	194	..	..	..	..	..
Elementary schools	71	..	..	..	1	..	..	70	..	..	..	..	..	..	2	69	194	..	..	..	..	..
Secondary schools	20	..	..	..	..	3	..	13	..	..	..	1	..	..	4	17	194	..	..	..	..	..
Total	91	..	..	..	2	3	..	83	..	2	1	1	..	..	6	86	194	2 900	2 950	5 850	..	
Plattsburg	33	2	..	..	..	..	..	27	..	4	1	1	1	..	..	35	196	..	..	..	..	..
Elementary schools	33	2	..	..	..	..	..	27	..	4	1	1	1	..	..	35	196	..	..	..	..	..
Secondary schools	9	1	1	1	3	1	..	1	..	1	1	1	1	..	2	8	193	1 337	1 462	2 799	..	
Total	42	3	1	1	3	1	..	28	..	5	1	1	1	..	2	43	196	..	..	..	..	..
Port Jervis	43	3	2	1	1	..	..	5	5	30	..	..	..	..	3	41	199	..	..	..	..	..
Elementary schools	43	3	2	1	1	..	..	5	5	30	..	..	..	..	3	41	199	..	..	..	..	..
Secondary schools	11	5	2	1	4	..	..	1	..	2	..	..	..	..	2	10	199	..	..	..	..	..
Total	54	8	5	2	5	..	..	6	5	32	..	..	..	..	5	51	199	994	982	1 976	..	
Poughkeepsie	77	3	3	3	1	..	..	29	14	20	6	1	1	4	3	79	198	..	..	..	..	..
Elementary schools	77	3	3	3	1	..	..	29	14	20	6	1	1	4	3	79	198	..	..	..	..	..
Secondary schools	23	1	10	3	4	..	..	3	1	1	..	..	..	..	7	16	198	..	..	..	..	..
Total	100	4	13	3	5	..	..	32	15	21	6	1	1	4	10	95	198	2 378	2 488	4 866	..	
Rensselaer	46	..	..	..	..	..	..	32	3	11	..	..	1	..	2	45	192	..	..	..	..	..
Elementary schools	46	..	..	..	..	..	..	32	3	11	..	..	1	..	2	45	192	..	..	..	..	..
Secondary schools	8	8	..	..	..	1	..	7	..	..	..	..	..	..	..	8	192	..	..	..	..	..
Total	54	39	..	..	..	1	..	39	3	11	..	..	1	..	2	53	192	1 034	1 130	2 164	..	



<b>Rochester</b>	712	9	0	3	166	262	341	2	11	14	789	192	...	...	...	...	...
Elementary schools	115	...	0	2	14	...	15	2	...	40	85	192	...	...	...	...	...
Secondary schools	827	18	47	46	180	262	356	2	11	54	874	192	...	26 520	...	25 480	52 000
<b>Rome</b>	52	3	2	1	36	4	13	1	1	3	55	193	...	...	...	...	...
Elementary schools	15	...	...	...	2	...	2	2	1	4	11	193	...	...	...	...	...
Secondary schools	67	...	2	2	38	4	15	3	1	7	66	193	...	1 500	...	1 650	3 150
<b>Schenectady</b>	301	6	6	1	169	82	57	4	1	17	316	192	...	...	...	...	...
Elementary schools	43	1	20	5	4	...	8	1	7	25	33	193	...	...	...	...	...
Secondary schools	344	7	26	3	173	82	65	5	1	7	349	192	...	6 838	...	6 282	13 120
<b>Syracuse</b>	458	35	6	1	76	188	148	7	2	15	448	196	...	...	...	...	...
Elementary schools	101	11	54	7	14	1	13	5	...	30	75	196	...	...	...	...	...
Secondary schools	559	46	60	8	90	189	161	12	2	45	523	196	...	16 300	...	15 800	32 100
<b>Tonawanda</b>	36	...	...	2	30	4	3	...	1	...	38	197	...	...	...	...	...
Elementary schools	10	...	1	2	4	...	3	...	...	2	10	197	...	...	...	...	...
Secondary schools	46	...	1	2	34	4	6	...	1	2	48	197	...	1 029	...	882	1 911
<b>Troy</b>	198	3	3	1	14	67	91	...	1	20	192	193	...	...	...	...	...
Elementary schools	27	1	11	2	6	...	7	...	...	9	18	193	...	...	...	...	...
Secondary schools	255	4	14	2	20	67	98	...	1	20	210	193	...	5 860	...	5 323	10 683
<b>Utica</b>	285	9	1	4	119	61	85	2	4	12	288	195	...	...	...	...	...
Elementary schools	43	...	17	2	7	...	10	2	1	16	29	194	...	...	...	...	...
Secondary schools	328	...	9	10	126	61	95	4	5	12	317	195	...	8 536	...	8 149	16 685
<b>Watertown</b>	123	2	...	1	42	52	24	1	1	...	123	194	...	...	...	...	...
Elementary schools	23	6	1	8	5	2	1	...	3	...	20	194	...	...	...	...	...
Secondary schools	146	...	8	6	42	54	25	1	...	3	143	194	...	2 704	...	2 707	5 501
<b>Watervliet</b>	53	...	...	2	12	21	21	...	1	...	55	194	...	...	...	...	...
Elementary schools	10	...	...	...	5	...	...	1	...	2	8	194	...	...	...	...	...
Secondary schools	63	...	2	2	17	21	21	1	1	2	63	194	...	1 600	...	1 650	3 250
<b>Yonkers</b>	343	3	8	2	200	33	30	...	3	4	343	197	...	...	...	...	...
Elementary schools	45	...	2	30	6	...	...	...	...	13	31	197	...	...	...	...	...
Secondary schools	388	5	38	4	266	33	30	3	4	24	374	197	...	7 840	...	8 760	16 600





TABLE  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany co., 1st sup'v'y dist.												
Elementary schools	923	949	1 872	46	52	98	1	..	1	.	.	....
Secondary schools	43	60	103	..	1	1	6	8	14	..	..	..
Total . . .	966	1 009	1 975	46	53	99	7	8	15	..	..	....
2d sup'v'y dist.												
Elementary schools	506	471	977	28	31	59	7	9	16	..	1	1
Secondary schools	..	..	..	..	..	..	..	..	..	..	..	..
Total . . .	506	471	977	28	31	59	7	9	16	..	1	1
3d sup'v'y dist.												
Elementary schools	1 375	1 298	2 673	101	79	180	1	..	1	.	.	....
Secondary schools	31	34	65	..	..	..	5	8	13	..	..	..
Total . . .	1 406	1 332	2 738	101	79	180	6	8	14	..	..	..
Allegany co., 1st sup'v'y dist.												
Elementary schools	630	584	1 214	67	64	131	1	4	5	..	1	1
Secondary schools..	41	55	96	2	4	6	9	11	20	..	1	1
Total . . .	671	639	1 310	69	68	137	10	15	25	..	2	2
2d sup'v'y dist.												
Elementary schools..	834	813	1 647	90	106	205	6	..	6	..	..	....
Secondary schools	85	152	237	3	1	4	20	29	49	..	..	..
Total . . .	919	965	1 884	102	107	209	26	29	55	..	..	..
3d sup'v'y dist.												
Elementary schools	753	698	1 451	64	33	97	7	2	9	3	1	4
Secondary schools	81	67	148	3	2	5	13	11	24	1	1	2
Total . . . . .	834	765	1 599	67	35	102	20	13	33	4	2	6
4th sup'v'y dist.												
Elementary schools	631	522	1 153	74	66	140	1	..	1	..	..	....
Secondary schools	59	73	132	..	5	5	7	25	32	..	..	..
Total . . . . .	690	595	1 285	74	71	145	8	25	33	..	..	..
5th sup'v'y dist.												
Elementary schools	1 026	973	1 999	90	62	152	5	3	8	..	1	1
Secondary schools	98	176	274	1	2	3	28	44	72	..	1	1
Total . . . . .	1 124	1 149	2 273	91	64	155	33	47	80	..	2	2
Broome co., 1st sup'v'y dist.												
Elementary schools	615	582	1 197	55	41	96	..	2	2	..	..	....
Secondary schools	27	32	59	..	..	..	15	22	37	..	..	..
Total . . . . .	642	614	1 256	55	41	96	15	24	39	..	..	..
2d sup'v'y dist.												
Elementary schools	533	539	1 072	79	75	154	3	..	3	..	..	....
Secondary schools	15	28	43	..	..	..	4	9	13	..	..	..
Total . . .	548	567	1 115	79	75	154	7	9	16	..	..	..
3d sup'v'y dist.												
Elementary schools	1 296	1 181	2 477	164	150	314	1	1	2	..	..	....
Secondary schools	86	111	197	4	4	8	10	13	23	..	..	..
Total . . . . .	1 382	1 292	2 674	168	154	322	11	14	25	..	..	..
4th sup'v'y dist.												
Elementary schools..	531	551	1 132	87	76	163	1	2	3	..	..	....
Secondary schools	45	57	102	1	1	2	6	10	16	..	..	..
Total . . . . .	626	608	1 234	88	77	165	7	12	19	..	..	..

4

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
106 158	111 515	217 673	1 084	1 189	2 273	590	525	1 115	6	6	12
6 725	10 054	16 779	1 084	1 189	2 273	36	53	89	6	6	12
112 883	121 569	234 452				626	578	1 204	6	6	12
54 901	48 117	103 018	580	561	1 141	335	308	643	4	3	7
54 901	48 117	103 018	580	561	1 141	335	308	643	4	3	7
181 684	170 769	352 453	151	1 269	1 51	912	944	1 856	1	7	1
4 998	5 290	10 288	824	1 269	2 093	26	28	54	4	7	11
186 632	176 059	362 741	975	1 269	2 244	938	972	1 910	5	7	12
71 538	67 352	138 890	45	239	284	443	417	860	1	1	1
5 714	8 094	13 808	1 167	1 597	2 764	32	45	77	6	9	15
77 252	75 446	152 698	1 212	1 836	3 048	475	462	937	6	10	16
99 845	101 161	201 006	550	146	696	582	575	1 157	3	1	4
11 335	22 998	34 333	3 086	3 128	6 214	61	123	184	17	17	34
111 180	124 159	235 339	3 636	3 274	6 910	643	698	1 341	20	18	38
85 852	82 067	167 919	1 124	50	1 174	513	485	998	4	1	5
11 063	9 634	20 697	2 152	1 597	3 749	58	51	109	11	9	20
96 915	91 701	188 616	3 276	1 647	4 923	571	536	1 107	15	10	25
73 356	63 107	136 463	23	23	432	377	809	1 186	5	20	25
7 891	11 369	19 260	871	3 749	4 620	43	60	103	5	20	25
81 247	74 476	155 723	804	3 749	4 643	475	437	912	5	20	25
128 863	132 363	261 226	455	128	583	727	741	1 468	2	1	3
15 539	28 166	43 705	3 918	6 262	10 180	82	149	231	21	33	54
144 402	160 529	304 931	4 373	6 390	10 763	809	890	1 699	23	34	57
76 140	69 394	145 534	145	145	444	407	851	1 257	1	1	1
4 373	5 503	9 876	1 739	2 630	4 369	24	30	54	9	14	23
80 513	74 897	155 410	1 739	2 775	4 514	468	437	905	9	15	24
60 574	59 324	119 898	69	69	368	359	727	1 087	3	7	10
2 230	3 600	5 830	632	1 405	2 037	12	19	31	3	7	10
62 804	62 924	125 728	701	1 405	2 106	380	378	758	3	7	10
164 729	151 614	316 343	50	12	62	918	829	1 747	7	10	17
12 043	15 901	27 944	1 240	1 896	3 136	62	83	145	7	10	17
176 772	167 515	344 287	1 290	1 908	3 198	980	912	1 892	7	10	17
63 560	59 824	123 384	155	204	359	378	353	731	1	1	2
6 520	8 944	15 464	920	1 717	2 637	35	47	82	5	9	14
70 080	68 768	138 848	1 075	1 921	2 996	413	400	813	6	10	16

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Cattaraugus co., 1st sup'y dist.												
Elementary schools..	836	791	1 627	113	87	200	...	1	1	.....	..	.....
Secondary schools .	67	102	169	..	3	3	30	20	59	1	1	2
Total.....	903	893	1 796	113	90	203	30	30	60	1	1	2
2d sup'y dist.												
Elementary schools..	844	727	1 571	92	68	160	1	...	1	..	1	1
Secondary schools .	63	79	142	1	3	4	7	15	22	...	...	...
Total . . . . .	907	806	1 713	93	71	164	8	15	23	...	1	1
3d sup'y dist.												
Elementary schools..	1 543	1 343	2 886	109	106	215	..	...	...	...	...	...
Secondary schools	158	194	352	1	2	3	22	49	71	...	...	...
Total. . . . .	1 701	1 537	3 238	110	108	218	22	49	71	...	...	...
4th sup'y dist												
Elementary schools..	1 032	939	1 971	111	90	201	2	..	2	...	..	.....
Secondary schools	89	122	211	...	1	1	11	26	37	...	1	1
Total . . . . .	1 121	61	2 182	111	91	202	13	26	39	...	1	1
5th sup'y dist.												
Elementary schools..	727	1	1 328	71	56	127	1	..	1	..	..	.....
Secondary schools .	21	55	76	1	..	1	2	9	11	..	..	.....
Total. . . . .	748	56	1 404	72	56	128	3	9	12	..	..	.....
Cayuga co., 1st sup'y dist.												
Elementary schools..	546	518	1 064	77	55	132	....	....	...	...	...	.....
Secondary schools .	27	41	68	...	...	...	4	2	6	...	...	.....
Total ... ..	573	559	1 132	77	55	132	4	2	6	...	...	.....
2d sup'y dist.												
Elementary schools..	793	741	1 534	105	79	184	....	...	...	...	...	.....
Secondary schools .	50	85	135	...	1	1	9	10	19	...	...	.....
Total . . . . .	843	826	1 669	105	80	185	9	10	19	...	...	.....
3d sup'y dist.												
Elementary schools..	539	546	1 085	34	38	72	2	2	4	...	...	.....
Secondary schools .	23	33	56	...	...	...	5	7	12	...	...	.....
Total . . . . .	562	579	1 141	34	38	72	7	9	16	...	...	.....
4th sup'y dist.												
Elementary schools..	430	390	820	42	49	91	...	...	...	...	...	.....
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	.....
Total.....	430	390	820	42	49	91	...	...	...	...	...	.....
5th sup'y dist.												
Elementary schools..	419	457	876	48	61	109	1	1	2	...	...	.....
Secondary schools...	27	60	87	...	...	...	3	9	12	...	...	.....
Total.....	446	517	963	48	61	109	4	10	14	...	...	.....
Chautauqua co., 1st sup'y dist.												
Elementary schools..	967	907	1 874	95	77	172	2	....	2	5	3	8
Secondary schools...	83	111	194	..	1	1	17	12	29	...	...	...
Total . . . . .	1 050	1 018	2 068	95	78	173	19	12	31	5	3	8
2d sup'y dist												
Elementary schools..	651	660	1 311	57	68	125	2	1	3	.....	...	.....
Secondary schools...	62	90	152	2	4	6	21	15	36	.....	...	.....
Total . . . . .	713	750	1 463	59	72	131	23	16	39	.....	...	.....

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
90 618	92 479	183 127	.	168	168	521	540	1 061	.	1	1
10 087	15 795	25 882	4 032	4 480	8 518	53	84	137	21	24	45
100 735	108 274	209 009	4 032	4 654	8 686	574	624	1 198	21	25	46
100 380	84 860	185 240	6	.	6	574	492	1 066	....	....	....
8 513	12 071	20 584	630	1 960	2 590	44	63	107	3	9	12
108 893	96 931	205 824	636	1 960	2 596	618	555	1 173	3	9	12
196 189	171 436	367 625	.	.	.	1 106	963	2 069	.	....	....
23 730	30 768	54 498	3 098	6 400	9 498	124	162	286	17	34	51
219 919	202 204	422 123	3 098	6 400	9 498	1 230	1 125	2 355	17	34	51
123 186	117 162	245 348	339	89	428	731	674	1 405	2	....	2
13 685	18 923	32 608	1 274	2 915	4 189	74	101	175	6	16	22
141 871	136 085	277 956	1 613	3 004	4 617	805	775	1 580	8	16	24
88 423	74 064	162 487	114	.	114	516	435	951	1	....	1
2 781	9 037	11 818	335	1 397	1 732	15	48	63	2	8	10
91 204	83 101	174 305	449	1 397	1 846	531	483	1 014	3	8	11
57 445	57 323	114 768	.	.	.	358	349	707	....	....	....
3 584	6 234	9 818	564	318	882	19	32	51	3	2	5
61 029	63 557	124 586	564	318	882	377	331	758	3	2	5
96 721	95 885	192 606	.	.	.	540	533	1 073	.	.	....
6 839	13 506	20 345	906	1 306	2 272	36	71	107	5	7	12
103 560	109 331	212 951	906	1 306	2 272	576	604	1 180	5	7	12
72 968	70 574	143 542	300	280	580	415	400	815	1	2	3
3 037	4 897	7 934	694	992	1 686	16	26	42	4	5	9
76 055	75 471	151 526	994	1 272	2 266	431	420	857	5	7	12
49 880	44 877	94 757	....	....	....	303	267	570	....	....	....
49 880	44 877	94 757	....	....	....	303	267	570	....	....	....
43 255	47 335	90 500	22	35	57	257	270	533	....	....	....
3 762	9 342	13 104	310	1 469	1 779	20	49	69	2	8	10
47 017	56 677	103 694	332	1 504	1 836	277	325	602	2	8	10
117 461	103 792	226 253	247	77	324	684	626	1 310	2	1	3
13 196	17 050	30 156	2 277	1 539	3 866	71	93	164	13	8	21
130 567	125 842	256 409	2 524	1 666	4 190	755	719	1 474	15	9	24
76 523	75 986	152 509	63	75	138	446	438	884	....	....	....
9 100	12 515	21 615	2 091	1 703	3 794	48	66	114	12	10	22
85 623	88 501	174 124	2 154	1 778	3 932	494	504	998	12	10	22

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chautauqua co. (cont'd)												
3d sup'v'y dist.												
Elementary schools.	617	554	1 171	56	50	106	2	1	3	.	.	.....
Secondary schools...	36	63	99	1	2	3	5	17	22	.	.	.....
Total.....	653	617	1 270	57	52	109	7	18	25	.	.	.....
4th sup'v'y dist.												
Elementary schools.	673	651	1 324	57	49	106	2	4	6	..	.	.....
Secondary schools...	62	102	164	2	6	8	15	19	34	..	.	.....
Total.....	735	753	1 488	59	55	114	17	23	40	....	.	.....
5th sup'v'y dist.												
Elementary schools.	1 560	1 452	3 012	137	118	255	3	2	5	....	....	..
Secondary schools...	145	177	322	4	4	8	37	38	75	..	....	..
Total.....	1 705	1 629	3 334	141	122	263	40	40	80	....	....	..
6th sup'v'y dist.												
Elementary schools.	1 164	1 059	2 223	116	96	212	3	4	7	.	.	.....
Secondary schools...	69	101	170	2	1	3	13	14	27	.	.	.....
Total.....	1 233	1 160	2 393	118	97	215	16	18	34	.	.	.....
Chemung co., 1st sup'v'y dist.												
Elementary schools.	1 010	880	1 890	100	62	162	6	1	7	..	..	.....
Secondary schools...	89	127	216	2	...	2	14	15	29	....	....	.....
Total.....	1 099	1 007	2 106	102	62	164	20	16	36	....	....	.....
2d sup'v'y dist.												
Elementary schools.	619	649	1 268	62	57	119	2	...	2	..	..	.....
Secondary schools...	14	10	24	...	1	1	...	...	...	..	..	.....
Total.....	633	659	1 292	62	58	120	2	...	2	..	..	.....
Chenango co., 1st sup'v'y dist.												
Elementary schools.	488	493	981	62	71	133	3	2	5	....	1	1
Secondary schools...	14	26	40	2	...	2	...	7	7	....	.	.....
Total.....	502	519	1 021	64	71	135	3	9	12	....	1	1
2d sup'v'y dist.												
Elementary schools..	584	527	1 111	66	56	122	.	...	...	..	..	.....
Secondary schools...	51	71	122	1	...	1	10	15	25	1	..	1
Total.....	635	598	1 233	67	56	123	10	15	25	1	....	1
3d sup'v'y dist.												
Elementary schools..	556	477	1 033	84	70	154	1	2	3	...	...	.....
Secondary schools...	30	51	81	...	1	1	5	5	10	....	...	.....
Total.....	586	528	1 114	84	71	155	6	7	13	....	...	.....
4th sup'v'y dist.												
Elementary schools.	531	490	1 021	61	54	115	...	1	1	....	...	.....
Secondary schools...	52	91	143	...	2	2	17	14	31	....	1	1
Total.....	583	581	1 164	61	56	117	17	15	32	....	1	1
5th sup'v'y dist.												
Elementary schools.	1 114	1 056	2 170	67	56	123	...	...	...	..	..	.....
Secondary schools...	132	188	320	5	4	9	32	39	71	....	...	.....
Total.....	1 246	1 244	2 490	72	60	132	32	39	71	....	...	.....
Clinton co., 1st sup'v'y dist.												
Elementary schools.	1 352	1 294	2 646	86	83	169	5	3	8	....	...	.....
Secondary schools...	43	68	111	...	2	2	2	9	11	....	...	.....
Total.....	1 395	1 362	2 757	86	85	171	7	12	19	....	...	.....



(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
68 840	62 277	131 117	140	439	579	410	369	779	1	3	4
4 782	8 212	12 994	690	2 333	3 023	25	43	68	4	12	16
73 622	70 489	144 111	830	2 772	3 602	435	412	847	5	15	20
81 280	76 322	157 602	147	498	645	456	433	889	...	4	4
8 629	14 625	23 254	2 201	2 725	4 926	46	77	123	12	15	27
89 909	90 947	180 856	2 348	3 223	5 571	502	510	1 012	12	19	31
203 594	189 410	393 004	170	283	453	1 116	1 039	2 155	1	1	2
20 972	28 436	49 408	5 289	5 837	11 126	111	151	262	28	32	60
224 566	217 846	442 412	5 459	6 120	11 579	1 227	1 190	2 417	29	33	62
141 984	130 643	272 577	321	390	711	806	740	1 546	2	1	3
10 950	15 694	26 644	1 800	2 197	3 997	57	83	140	9	12	21
152 884	146 337	299 221	2 121	2 587	4 708	863	823	1 686	11	13	24
128 198	113 091	241 289	370	80	450	709	629	1 338	3	1	4
12 842	18 979	31 821	1 519	2 297	3 816	67	99	166	7	12	19
141 040	132 070	273 110	1 889	2 377	4 266	776	728	1 504	10	13	23
72 004	73 474	145 478	42	...	42	422	432	854	...	...	...
1 501	1 911	3 412	...	...	...	8	10	18	...	...	...
73 505	75 385	148 890	42	...	42	430	442	872	...	...	...
49 568	51 279	100 847	292	283	575	324	326	650	2	2	4
2 117	4 144	6 261	...	955	955	11	23	34	...	5	5
51 685	55 423	107 108	292	1 238	1 530	335	349	684	2	7	9
70 876	65 556	136 432	...	...	...	411	389	800	...	...	...
6 788	11 229	18 017	1 270	2 380	3 650	37	60	97	6	13	19
77 664	76 785	154 449	1 270	2 380	3 650	448	449	897	6	13	19
58 187	52 389	110 576	39	228	267	350	314	664	...	1	1
4 069	8 058	12 127	788	621	1 389	23	44	67	4	3	7
62 256	60 447	122 703	807	849	1 656	373	353	731	4	4	8
56 314	54 618	110 932	...	80	80	341	328	669	...	...	...
7 022	13 040	20 062	1 894	1 619	3 513	38	72	110	10	9	19
63 336	67 658	130 994	1 894	1 699	3 593	379	400	779	10	9	19
151 612	144 801	296 413	...	...	...	848	810	1 658	...	...	...
19 779	29 183	48 962	4 696	5 508	10 204	107	157	264	26	30	56
171 391	173 984	345 375	4 696	5 508	10 204	955	967	1 922	26	30	56
151 520	141 364	292 884	201	124	325	933	870	1 803	1	1	2
6 185	9 745	15 930	249	1 460	1 709	33	53	86	1	8	9
157 705	151 109	308 814	450	1 584	2 034	966	923	1 889	2	9	11

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chuton co. (concluded)												
2d sup'v'y dist.												
Elementary schools.	1 172	1 127	2 299	85	91	176	..	....	....	....	....	....
Secondary schools	10	39	55	1	2	3	..	4	4	..	..	..
Total . . . .	1 188	1 166	2 354	86	93	179	.	4	4	..	..	..
3d sup'v'y dist.												
Elementary schools.	1 217	1 128	2 345	119	100	219	5	5	10	..	..	..
Secondary schools	54	61	115	..	..	..	10	15	25	..	2	2
Total . . . .	1 271	1 189	2 460	119	100	219	15	20	35	..	2	2
Columbia co., 1st sup'v'y dist.												
Elementary schools	790	735	1 525	71	72	143	..	..	..	..	..	..
Secondary schools	45	90	135	..	..	..	7	7	14	..	..	..
Total . . . .	835	825	1 660	71	72	143	7	7	14	..	..	..
2d sup'v'y dist.												
Elementary schools.	1 342	1 261	2 603	106	106	212	3	3	6	..	..	..
Secondary schools	35	41	76	..	..	..	..	4	4	..	..	..
Total . . . .	1 377	1 302	2 679	106	106	212	3	7	10	..	..	..
3d sup'v'y dist.												
Elementary schools	543	507	1 050	70	53	123	..	..	..	..	..	..
Secondary schools	14	24	38	..	..	..	..	5	6	..	..	..
Total . . . .	557	531	1 088	70	53	123	1	5	6	..	..	..
Cortland co., 1st sup'v'y dist.												
Elementary schools.	632	708	1 340	66	78	144	..	..	..	..	..	..
Secondary schools	58	97	155	..	..	..	4	24	28	..	1	1
Total . . . .	710	805	1 515	66	78	144	4	24	28	..	1	1
2d sup'v'y dist.												
Elementary schools.	409	359	768	60	49	109	3	..	3	..	..	..
Secondary schools	18	41	59	..	2	2	7	8	15	..	..	..
Total . . . .	427	400	827	60	51	111	10	8	18	..	..	..
3d sup'v'y dist.												
Elementary schools.	483	521	1 004	47	33	80	..	2	2	..	..	..
Secondary schools	18	31	49	..	..	..	4	2	6	..	..	..
Total . . . .	501	552	1 053	47	33	80	4	4	8	..	..	..
Delaware co., 1st sup'v'y dist.												
Elementary schools.	799	753	1 552	89	83	172	2	..	2	..	..	..
Secondary schools	30	53	83	..	1	1	..	12	26	..	..	..
Total . . . .	829	806	1 635	89	84	173	10	12	22	..	..	..
2d sup'v'y dist.												
Elementary schools.	923	1 006	1 929	47	68	115	5	..	5	..	..	..
Secondary schools	12	82	94	..	..	..	13	9	22	..	..	..
Total . . . .	935	1 088	2 023	47	68	115	18	9	27	..	..	..
3d sup'v'y dist.												
Elementary schools.	865	834	1 699	74	77	151	20	4	24	..	1	1
Secondary schools	101	185	286	3	4	7	39	63	102	..	1	1
Total . . . .	966	1 019	1 988	77	81	158	59	67	126	..	2	2
4th sup'v'y dist.												
Elementary schools.	800	719	1 519	69	81	150	3	3	6	..	..	..
Secondary schools	49	90	139	..	..	..	19	26	45	..	..	..
Total . . . .	849	809	1 658	69	81	150	22	29	51	..	..	..

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
124 635	115 908	240 543	..	..	..	753	700	1 453	..	..	..
1 755	5 307	7 062	..	504	504	10	27	37	..	3	3
126 390	121 215	247 605	..	594	594	763	727	1 490	..	3	3
135 717	126 382	262 099	69	298	367	518	751	1 569	1	1	2
7 727	9 225	16 952	1 037	1 020	2 057	40	48	88	6	10	16
143 444	135 907	279 051	1 106	2 218	3 324	858	799	1 657	7	11	18
92 608	88 234	180 832	..	..	..	526	501	1 027	..	..	..
6 999	13 802	20 801	1 208	1 183	2 391	38	75	113	7	6	13
99 697	102 036	201 733	1 208	1 183	2 391	504	576	1 140	7	6	13
160 539	153 108	313 647	135	186	321	877	825	1 712	..	1	1
5 016	5 471	10 487	..	322	322	27	29	56	..	2	2
165 555	158 579	324 134	135	508	643	904	864	1 768	..	3	3
57 114	52 837	109 051	..	..	..	321	299	620	..	..	..
2 155	4 098	6 253	131	889	1 070	11	22	33	1	5	6
59 269	56 935	116 204	131	889	1 070	332	321	653	1	5	6
87 879	89 229	177 108	..	..	..	503	502	1 005	..	..	..
10 141	17 124	27 265	726	3 046	4 672	53	91	144	4	21	25
98 020	106 353	204 373	726	3 046	4 672	556	593	1 149	4	21	25
41 379	38 401	79 780	176	..	176	251	232	483	1	..	1
2 250	5 643	7 893	769	859	1 628	12	30	42	4	5	9
43 029	44 044	87 673	945	859	1 804	263	262	525	5	5	10
56 081	60 241	116 322	..	168	198	335	365	700	..	1	1
2 820	4 329	7 149	447	345	792	15	23	38	2	2	4
58 901	64 570	123 471	447	543	990	350	388	738	2	3	5
95 207	88 007	183 214	234	..	234	560	529	1 089	1	..	1
4 445	7 554	11 999	1 141	1 906	3 047	24	40	64	6	10	16
99 652	95 561	195 213	1 375	1 906	3 281	584	569	1 153	7	10	17
106 144	160 273	266 417	483	..	483	631	696	1 327	2	..	2
2 170	10 364	12 534	1 907	1 430	3 337	12	55	67	10	8	18
108 314	170 637	278 951	2 390	1 430	3 820	643	751	1 394	12	8	20
109 572	106 292	215 864	1 866	318	2 184	645	628	1 27	..	3	12
16 896	28 702	45 598	5 729	9 150	14 879	92	156	248	32	49	81
126 468	134 994	261 462	7 595	9 468	17 063	737	784	1 521	41	52	93
97 428	87 807	185 235	319	326	645	580	515	1 095	2	2	4
7 540	14 255	21 825	2 692	3 992	6 684	39	75	114	13	21	34
104 968	102 092	207 060	3 011	4 318	7 329	619	590	1 209	15	23	38

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Delaware co. ( <i>continued</i> )												
5th sup'v'y dist.												
Elementary schools..	561	489	1 050	62	57	119	2	5	7	.	.	....
Secondary schools	22	23	45	3	4	7	10	5	15	.	.	..
Total ..	583	512	1 095	65	61	126	12	10	22	.	...	..
6th sup'v'y dist												
Elementary schools	527	454	981	69	52	121	1	.	1	.	.	.
Secondary schools ..	45	72	117	3	3	6	12	18	30	.	1	1
Total ..	572	526	1 098	72	55	127	13	18	31	.	1	1
Dutchess co., 1st sup'v'y dist												
Elementary schools	1 734	1 719	3 453	164	183	347	.	1	1	.	.	..
Secondary schools	98	116	214	.	.	.	7	17	24	.	.	....
Total ..	1 832	1 835	3 667	164	183	347	7	18	25	.	.	..
2d sup'v'y dist.												
Elementary schools.	1 190	1 099	2 289	128	130	258	1	.	1	.	.	.
Secondary schools	33	19	52	2	1	3	3	2	5	.	.	.
Total ..	1 223	1 118	2 341	130	131	261	4	2	6	.	.	..
3d sup'v'y dist.												
Elementary schools.	589	583	1 172	43	36	79	.	.	.	.	.	..
Secondary schools..	31	50	81	.	.	.	1	6	7	.	.	....
Total ..	620	633	1 253	43	36	79	1	6	7	.	.	..
4th sup'v'y dist												
Elementary schools.	1 013	988	2 001	65	82	147	.	1	1	.	1	1
Secondary schools	93	109	202	2	1	3	8	16	24	.	.	..
Total ..	1 106	1 097	2 203	67	83	150	8	17	25	.	1	1
Erie co., 1st sup'v'y dist												
Elementary schools.	1 203	1 166	2 369	86	88	174	.	...	...	.	.	..
Secondary schools ..	86	125	211	2	6	8	16	19	35	.	1	1
Total ..	1 289	1 291	2 580	88	94	182	16	19	35	.	1	1
2d sup'v'y dist.												
Elementary schools.	2 353	2 284	4 637	208	211	419	.	.	.	.	.	..
Secondary schools.	147	233	380	3	3	6	18	17	35	.	1	1
Total ..	2 500	2 517	5 017	211	214	425	18	17	35	.	1	1
3d sup'v'y dist.												
Elementary schools	1 036	1 023	2 059	81	76	157	2	.	2	.	.	..
Secondary schools	63	84	147	2	1	3	7	12	19	.	1	1
Total ..	1 099	1 107	2 206	83	77	160	9	12	21	.	1	1
4th sup'v'y dist.												
Elementary schools.	1 178	1 058	2 236	118	117	235	4	1	5	.	.	..
Secondary schools	51	103	154	5	4	9	13	13	26	.	1	2
Total ..	1 229	1 161	2 390	123	121	244	17	14	31	.	1	3
5th sup'v'y dist.												
Elementary schools.	902	840	1 742	81	78	159	2	.	2	.	.	..
Secondary schools	98	135	233	9	7	16	16	14	30	.	.	....
Total... ..	1 000	975	1 975	90	85	175	18	14	32	.	.	....
Essex co., 1st sup'v'y dist.												
Elementary schools	828	868	1 696	48	75	123	3	5	8	.	1	1
Secondary schools ..	76	125	201	3	3	6	19	28	47	.	6	7
Total ..	904	993	1 897	51	78	129	22	33	55	.	1	8

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
63 841	52 887	116 728	241	538	779	393	322	715	2	4	6
3 440	3 342	6 782	1 316	434	1 750	18	18	36	7	2	9
67 231	56 229	123 510	1 557	972	2 529	411	340	751	9	6	15
63 326	54 566	117 892	15	...	15	372	332	704	...	...	...
7 060	10 790	17 850	1 597	2 343	3 940	38	58	96	8	13	21
70 386	65 356	135 742	1 612	2 343	3 955	410	390	800	8	13	21
218 725	215 471	434 196	...	43	43	1 185	1 174	2 359	...	1	1
14 500	16 687	31 187	906	2 612	3 518	77	90	167	5	14	19
233 225	232 158	465 383	906	2 655	3 561	1 262	1 264	2 526	5	15	20
145 818	131 526	277 344	89	...	89	799	728	1 527	1	...	1
4 498	2 613	7 111	515	370	885	24	14	38	3	2	5
150 316	134 139	284 455	604	370	974	823	742	1 565	4	2	6
72 523	67 658	140 181	...	...	...	404	375	779	...	...	...
3 973	7 286	11 259	179	993	1 172	21	41	62	1	5	6
76 496	74 944	151 440	179	993	1 172	425	416	841	1	5	6
125 675	119 639	245 314	...	153	153	688	653	1 346	...	1	1
14 370	15 824	30 194	1 010	2 488	3 498	77	84	161	6	13	19
140 045	135 463	275 508	1 010	2 646	3 656	765	742	1 507	6	14	20
157 979	152 921	310 900	...	...	...	900	857	1 757	...	...	...
13 135	20 700	33 835	2 191	2 875	5 066	69	109	178	11	15	26
171 114	173 621	344 735	2 191	2 875	5 066	969	966	1 935	11	15	26
300 590	293 876	594 466	...	...	...	1 608	1 572	3 180	...	...	...
21 636	34 790	56 426	2 744	2 074	4 818	115	183	298	14	11	25
322 226	328 666	650 892	2 744	2 074	4 818	1 723	1 755	3 478	14	11	25
126 576	125 935	252 511	333	...	333	745	737	1 482	2	...	2
9 972	13 107	23 079	1 143	1 728	2 871	53	70	123	6	9	15
136 548	139 042	275 590	1 476	1 728	3 204	798	807	1 605	8	9	17
141 038	126 721	267 759	136	75	211	808	727	1 535	1	1	2
7 134	16 112	23 246	1 993	1 719	3 712	38	87	125	11	9	20
148 172	142 833	291 005	2 129	1 794	3 923	846	814	1 660	12	10	22
95 532	92 681	188 213	...	...	...	569	543	1 112	...	...	...
14 077	19 878	33 955	2 275	2 037	4 312	75	104	179	12	11	23
109 609	112 559	222 168	2 275	2 037	4 312	644	647	1 291	12	11	23
105 644	107 992	213 636	260	314	574	608	616	1 224	1	2	3
9 532	16 886	26 418	1 738	3 367	5 405	50	89	139	10	19	29
115 176	124 878	240 054	1 998	3 981	5 979	658	705	1 363	11	21	32

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Essex co. (concluded)												
2d sup'v'y dist.												
Elementary schools..	1 124	1 148	2 272	64	71	135	11	8	19	.....	.....	.....
Secondary schools...	71	122	193	1	1	2	22	19	41	.....	.....	.....
Total .....	1 195	1 270	2 465	65	72	137	33	27	60	.....	.....	.....
3d sup'v'y dist.												
Elementary schools..	1 029	960	1 989	75	57	132	6	1	7	.....	1	1
Secondary schools...	38	78	116	1	1	2	9	9	18	.....	.....	.....
Total .....	1 067	1 038	2 105	76	57	133	15	10	25	.....	1	1
Franklin co., 1st sup'v'y dist.												
Elementary schools..	1 925	1 944	3 869	190	171	361	5	6	11	.....	.....	.....
Secondary schools...	119	174	293	1	3	4	45	58	103	.....	.....	.....
Total .....	2 044	2 118	4 162	191	174	365	50	64	114	.....	.....	.....
2d sup'v'y dist.												
Elementary schools..	1 181	1 160	341	99	84	183	3	.....	3	.....	.....	.....
Secondary schools...	73	107	180	.....	.....	.....	13	24	37	.....	.....	.....
Total .....	1 254	1 267	521	99	84	183	16	24	40	.....	.....	.....
3d sup'v'y dist.												
Elementary schools	896	799	1 695	95	95	190	1	.....	1	.....	.....	.....
Secondary schools...	19	34	53	.....	2	2	.....	7	7	.....	.....	.....
Total .....	915	833	1 748	95	97	192	1	7	8	.....	.....	.....
4th sup'v'y dist.												
Elementary schools..	932	902	1 834	77	84	161	.....	1	1	.....	.....	.....
Secondary schools...	67	103	170	5	.....	5	8	23	31	.....	.....	.....
Total .....	999	1 005	2 004	82	84	166	8	24	32	.....	.....	.....
Fulton co., 1st sup'v'y dist.												
Elementary schools ..	570	528	1 098	65	48	113	.....	.....	.....	.....	.....	.....
Secondary schools...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	570	528	1 098	65	48	113	.....	.....	.....	.....	.....	.....
2d sup'v'y dist.												
Elementary schools..	697	758	1 455	63	85	148	.....	2	2	.....	.....	.....
Secondary schools...	30	63	93	1	2	3	1	5	6	.....	.....	.....
Total .....	727	821	1 548	64	87	151	1	7	8	.....	.....	.....
Genesee co., 1st sup'v'y dist.												
Elementary schools	1 901	1 794	3 695	208	204	412	1	3	4	.....	.....	.....
Secondary schools...	191	256	447	3	3	6	33	44	77	.....	.....	.....
Total .....	2 092	2 050	4 142	211	207	418	34	47	81	.....	.....	.....
2d sup'v'y dist.												
Elementary schools	1 154	1 024	2 178	89	71	160	4	.....	4	.....	.....	.....
Secondary schools ..	117	123	240	2	2	4	28	35	58	.....	.....	.....
Total .....	1 271	1 147	2 418	91	73	164	27	35	62	.....	.....	.....
Greene co., 1st sup'v'y dist.												
Elementary schools	1 305	1 243	2 548	123	114	237	1	1	2	.....	.....	.....
Secondary schools ..	143	138	281	1	2	3	23	33	56	.....	3	4
Total .....	1 448	1 381	2 829	124	116	240	24	34	58	1	3	4
2d sup'v'y dist.												
Elementary schools...	539	510	1 049	33	44	77	7	4	11	.....	.....	.....
Secondary schools...	135	36	171	1	2	3	5	9	14	.....	.....	.....
Total .....	574	546	1 120	34	46	80	12	13	25	.....	.....	.....

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
140 562	133 313	273 875	973	653	1 626	809	759	1 568	3	3	6
10 743	18 146	28 889	2 907	3 108	6 015	57	95	152	16	16	32
151 305	151 459	302 764	3 880	3 761	7 641	866	854	1 720	19	19	38
118 324	110 231	228 555	206	15	311	694	650	1 344	1	1	2
4 324	10 505	14 829	984	1 110	2 094	24	57	81	6	6	12
122 648	120 736	243 384	1 280	1 125	2 405	718	707	1 425	7	7	14
228 484	220 358	457 842	612	697	1 309	1 343	1 342	2 685	4	4	8
17 721	26 288	44 009	5 995	7 971	13 966	94	141	235	32	43	75
246 205	255 646	501 851	6 607	8 668	15 275	1 437	1 483	2 920	36	47	83
147 722	140 328	288 050	184	184	368	812	775	1 587	2	2	4
10 979	16 236	27 215	1 875	2 955	4 830	57	85	142	9	15	24
158 701	156 564	315 265	2 059	2 955	5 014	869	860	1 729	11	15	26
95 765	82 399	178 164	19	19	38	595	523	1 118	..	..	..
2 484	5 381	7 865	..	958	958	13	28	41	..	5	5
98 249	87 780	186 029	19	958	977	608	551	1 159	..	5	5
110 043	104 837	214 880	75	206	281	637	610	1 247	1	1	2
10 160	15 609	25 829	970	3 114	4 084	55	83	138	5	17	22
120 208	120 506	240 709	1 045	3 320	65	692	608	1 385	6	18	24
55 681	55 002	110 683	..	..	..	349	344	693	..	..	..
55 681	55 002	110 683	..	..	..	349	344	693	..	..	..
83 520	85 828	169 348	..	181	181	483	496	979	..	..	..
4 336	9 569	13 905	187	716	903	23	50	73	1	4	5
87 856	95 397	183 253	187	897	1 084	506	546	1 052	1	4	5
240 956	218 043	467 999	16	255	271	1 364	1 225	2 589	..	1	1
27 740	40 105	67 845	3 998	6 417	10 415	151	217	368	22	35	57
277 696	258 148	535 844	4 014	6 672	10 686	1 515	1 442	2 957	22	36	58
146 790	133 720	280 510	56	56	112	823	736	1 559	1	1	2
17 163	20 289	37 457	3 020	5 757	8 777	91	110	201	16	31	47
163 958	154 009	317 967	3 076	5 757	8 833	914	846	1 760	17	31	48
166 929	154 635	321 564	91	107	198	920	855	1 775	..	1	1
19 745	20 834	40 579	2 568	4 370	6 938	105	110	215	13	22	35
186 674	175 469	362 143	2 659	4 477	7 136	1 025	965	1 990	13	23	36
61 610	59 437	121 047	399	194	593	366	343	709	2	1	3
5 082	5 381	10 463	456	1 513	1 969	27	28	55	2	8	10
66 692	64 818	131 510	855	1 707	2 562	393	371	764	4	9	13

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Greene co. (concluded)												
3d sup'v'y dist.												
Elementary schools	695	583	1 278	49	56	105	2	7	9	..	..	..
Secondary schools	20	31	51	1	1	2	2	1	3	..	..	..
Total	715	614	1 329	49	57	106	4	8	12	..	..	..
Hamilton co.												
Elementary schools	371	419	790	28	27	55	1	1	2	..	..	..
Secondary schools	23	38	61	..	..	..	11	9	20	..	..	..
Total	394	457	851	28	27	55	12	10	22	..	..	..
Herkimer co., 1st sup'v'y dist.												
Elementary schools	1 682	1 641	3 323	112	113	225	..	1	1	..	..	..
Secondary schools	172	210	382	3	1	4	24	38	62	..	..	..
Total	1 854	1 851	3 705	115	114	229	24	39	63	..	..	..
2d sup'v'y dist.												
Elementary schools	675	568	1 243	72	57	129	1	1	2	..	..	..
Secondary schools	47	65	112	1	2	3	4	2	6	..	..	..
Total	722	633	1 355	73	59	132	5	3	8	..	..	..
d sup'v'y dist.												
Elementary schools	1 171	1 104	2 275	82	80	162	1	2	3	..	..	..
Secondary schools	76	120	196	..	..	..	13	23	36	..	..	..
Total	1 247	1 224	2 471	82	80	162	14	25	39	..	..	..
4th sup'v'y dist.												
Elementary schools	583	500	1 083	36	52	88	..	1	1	..	..	..
Secondary schools	31	61	92	2	5	7	6	10	16	..	..	..
Total	614	561	1 175	38	57	95	6	11	17	..	..	..
Jefferson co., 1st sup'v'y dist.												
Elementary schools	660	566	1 226	126	83	209	..	2	2	..	..	..
Secondary schools	18	55	73	..	..	..	5	8	13	..	..	..
Total	678	621	1 299	126	83	209	5	10	15	..	..	..
2d sup'v'y dist.												
Elementary schools	752	712	1 464	109	81	190	..	..	..	..	..	..
Secondary schools	107	125	232	1	2	3	9	14	23	..	..	..
Total	859	837	1 696	110	83	193	9	14	23	..	..	..
3d sup'v'y dist.												
Elementary schools	805	835	1 640	51	40	91	1	3	4	..	..	..
Secondary schools	56	85	141	11	10	21	12	12	25	..	..	..
Total	861	920	1 781	62	50	112	14	15	29	..	..	..
4th sup'v'y dist.												
Elementary schools	823	759	1 582	79	80	159	1	1	2	..	..	..
Secondary schools	64	101	165	4	2	6	13	16	29	..	..	..
Total	887	860	1 747	83	82	165	14	17	31	..	..	..
5th sup'v'y dist.												
Elementary schools	876	862	1 738	91	91	182	3	..	3	..	..	..
Secondary schools	71	121	192	..	8	8	9	14	23	..	..	..
Total	947	983	1 930	91	99	190	12	14	26	..	..	..
6th sup'v'y dist.												
Elementary schools	1 008	1 018	2 026	134	144	278	4	1	5	..	..	..
Secondary schools	96	114	210	5	2	7	18	23	41	2	..	2
Total	1 104	1 132	2 236	139	146	285	22	24	46	2	..	2



(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
77 478	75 644	153 122	108	753	866	460	445	905	.	5	5
3 819	3 790	6 736	313	160	473	15	20	35	2	1	3
80 424	79 434	159 858	421	918	1 339	475	465	940	2	6	8
44 324	49 875	94 199	74	34	108	254	236	540	1	.	1
3 819	5 741	9 560	1 557	1 430	2 987	20	31	51	8	8	16
48 143	55 616	103 759	1 631	1 464	3 095	274	317	591	9	8	17
231 511	228 669	460 180	.	63	63	1 216	1 199	2 415	.	1	1
25 699	33 004	58 703	3 341	5 483	8 824	139	176	314	17	23	45
257 210	261 673	518 883	3 341	5 546	8 887	1 354	1 375	2 729	17	29	46
79 348	64 720	144 068	77	65	142	450	363	818	.	1	1
6 076	9 659	15 735	616	84	700	32	51	83	3	.	3
85 424	74 379	159 803	693	149	842	432	419	901	3	1	4
156 202	146 895	303 097	90	240	330	864	812	1 676	1	1	2
11 094	17 953	29 052	1 920	2 931	4 851	55	95	153	10	15	25
167 296	164 853	332 149	2 010	3 171	5 181	922	907	1 829	11	16	27
58 766	51 077	109 843	.	180	180	331	233	610	.	1	1
4 170	9 664	13 834	840	1 537	2 437	22	51	73	4	9	13
62 936	60 741	123 677	840	1 777	2 617	353	339	692	4	10	14
66 019	61 487	127 506	.	178	178	405	373	778	.	1	1
2 684	7 703	10 392	460	1 143	1 603	14	41	55	2	6	8
68 703	69 195	137 898	460	1 326	1 786	419	414	833	2	7	9
91 449	85 587	177 036	.	.	.	515	433	998	.	.	.
16 672	20 353	36 925	1 036	1 957	2 993	87	105	192	5	11	16
108 021	105 940	213 961	1 036	1 957	2 993	632	538	1 190	5	11	16
98 777	100 944	199 721	148	319	467	530	594	1 184	1	2	3
8 838	13 198	22 036	1 793	1 896	3 694	48	71	119	10	10	20
107 665	114 142	221 807	1 946	2 215	4 161	638	665	1 303	11	12	23
102 920	95 909	198 833	31	83	114	594	541	1 135	.	1	1
9 939	15 447	25 386	1 012	2 165	4 077	50	81	131	11	12	23
112 868	111 356	224 224	1 943	2 248	4 191	644	622	1 266	11	13	24
108 415	103 253	211 673	162	.	162	609	585	1 194	.	.	.
9 907	17 492	27 399	1 396	2 156	3 552	53	92	145	8	11	19
118 322	120 750	239 072	1 553	2 156	3 714	662	677	1 339	8	11	19
121 606	122 924	244 530	529	18	547	694	684	1 378	3	.	3
14 503	16 759	31 262	2 463	3 204	5 672	77	89	166	13	17	30
136 109	139 683	275 792	2 997	3 222	6 219	771	773	1 544	16	17	33

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Lewis co., 1st sup'y'y dist.												
Elementary schools..	777	694	1 471	59	53	112	1	2	3	.....	.	.....
Secondary schools..	18	29	47	..	..	..	1	1	2	.....	.	.....
Total .....	795	723	1 518	59	53	112	2	3	5	.....	..	.....
2d sup'y'y dist.												
Elementary schools	641	619	1 260	53	53	106	4	2	6	...	.....	...
Secondary schools ..	60	96	156	1	..	1	24	43	67	..	.....	...
Total .....	701	715	1 416	54	53	107	28	45	73	..	.....	...
3d sup'y'y dist.												
Elementary schools..	444	393	837	61	40	101	..	....	1	...	.....	.....
Secondary schools..	15	22	37	1	1	2	1	..	1	...	.....	.....
Total .....	459	415	874	62	41	103	1	..	1	...	.....	.....
4th sup'y'y dist.												
Elementary schools..	559	541	1 100	63	49	112	1	...	1	...	.....	.....
Secondary schools	27	57	84	..	..	..	8	5	13	..	.....	.....
Total .....	586	598	1 184	63	49	112	9	5	14	..	.....	.....
Livingston co., 1st sup'y'y dist.												
Elementary schools	1 164	1 136	2 300	95	105	200	4	2	6	...	.....	.....
Secondary schools	103	123	231	1	2	3	25	28	53	..	.....	.....
Total .....	1 267	1 261	2 528	96	107	203	29	30	59	.....	.....	.....
2d sup'y'y dist.												
Elementary schools..	767	687	1 454	98	83	181	1	3	4	.....	.....	.....
Secondary schools	38	62	100	1	2	3	12	14	26	.....	.....	.....
Total .....	805	749	1 554	99	85	184	13	17	30	.....	.....	.....
3d sup'y'y dist.												
Elementary schools..	914	769	1 683	83	74	157	3	5	8	..	..	..
Secondary schools..	90	141	231	2	4	6	25	23	48	..	2	2
Total .....	1 004	910	1 914	85	78	163	28	28	56	.....	2	2
Madison co., 1st sup'y'y dist.												
Elementary schools	718	612	1 330	68	55	123	2	6	8	..	..	..
Secondary schools..	86	132	218	1	7	8	9	22	31	..	1	1
Total .....	804	744	1 548	69	62	131	11	28	39	..	1	1
2d sup'y'y dist.												
Elementary schools..	626	564	1 190	60	34	94	8	2	10	1	..	1
Secondary schools	63	91	154	1	5	6	14	27	41	.....	..	..
Total .....	689	655	1 344	61	39	100	22	29	51	1	.....	1
3d sup'y'y dist.												
Elementary schools..	546	539	1 085	62	60	122	..	1	1	...	..	..
Secondary schools	38	66	104	1	1	2	4	14	18	..	..	..
Total .....	584	605	1 189	63	61	124	4	15	19	..	..	..
4th sup'y'y dist.												
Elementary schools..	936	967	1 903	87	90	177	2	..	2	..	..	..
Secondary schools	50	92	142	1	3	4	7	11	18	1	..	1
Total .....	986	1 059	2 045	88	93	181	9	11	20	1	..	1
Monroe co, 1st sup'y'y dist.												
Elementary schools ..	1 476	1 353	2 829	162	149	311	1	1	2	...	.....	.....
Secondary schools ..	60	79	139	..	2	2	13	9	22	..	.....	.....
Total .....	1 536	1 432	2 968	162	151	313	14	10	24	.....	.....	.....

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
96 671	78 344	175 015	172	679	851	524	464	988	1	2	3
2 301	4 139	6 440	20	190	210	12	22	34	.....	1	1
98 972	82 483	181 455	192	869	1 061	536	486	1 022	1	3	4
70 571	72 755	143 326	316	227	543	411	423	834	2	1	3
11 554	18 534	30 038	4 077	6 781	10 858	60	95	155	21	35	56
82 125	91 289	173 414	4 393	7 003	11 401	471	518	989	23	36	59
46 263	38 068	84 931	..	..	...	297	250	547	....	..	..
2 479	5 324	5 803	113	..	113	13	17	30	1	..	1
48 742	41 992	90 734	113	..	113	310	267	577	1	..	1
62 523	59 577	122 100	134	..	134	374	357	731	1	..	1
4 200	8 931	13 131	1 213	764	1 977	22	48	70	7	4	11
66 723	68 508	135 231	1 347	764	2 111	396	405	801	8	4	12
148 296	140 071	288 367	278	236	564	841	789	1 630	2	..	2
15 602	17 312	32 914	4 071	4 079	8 150	83	93	176	22	23	45
163 898	157 383	321 281	4 349	4 365	8 714	924	832	1 806	24	23	47
87 013	78 956	165 969	49	453	507	503	467	975	....	12	2
4 909	8 475	13 384	1 794	2 302	4 096	27	46	73	10	2	22
91 922	87 431	179 353	1 843	2 760	4 603	535	513	1 048	10	14	24
114 044	97 320	211 364	248	638	936	661	559	1 220	1	4	5
12 906	21 923	34 834	2 812	3 326	6 138	70	117	187	16	18	34
126 950	119 248	246 198	3 060	4 014	7 074	731	676	1 407	17	22	39
91 726	85 794	177 520	179	606	785	526	497	933	1	3	4
11 638	19 691	31 329	1 125	2 926	4 051	62	105	167	6	15	21
103 364	105 485	203 849	1 304	3 532	4 836	533	512	1 100	7	18	25
77 063	75 849	152 912	576	281	857	435	422	857	3	1	4
9 376	13 601	22 977	1 968	3 594	5 562	50	71	121	10	19	29
86 439	89 450	175 889	2 544	3 875	6 419	485	493	978	13	20	33
64 056	63 682	127 738	..	70	70	376	380	756	1	..	1
5 162	9 833	14 995	310	1 833	2 193	23	53	81	1	10	11
69 218	73 515	142 733	310	1 953	2 263	404	433	837	2	10	12
117 691	115 760	233 451	92	..	92	675	663	1 338	1	..	1
7 574	14 467	22 041	826	1 815	2 641	41	77	118	4	9	13
125 265	130 227	255 492	918	1 815	2 733	716	740	1 456	5	9	14
186 017	167 360	353 377	15	49	64	1 034	928	1 962	..	..	..
7 777	11 225	19 003	1 866	840	2 706	43	69	103	10	5	15
193 794	178 586	372 380	1 881	889	2 770	1 077	988	2 065	10	5	15

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Monroe co. (concluded)												
2d sup'y'y dist.												
Elementary schools.	1 377	1 280	2 657	143	117	260	3	2	5			
Secondary schools	162	205	367	2	2	4	22	32	54			
Total . . . .	1 539	1 485	3 024	145	119	264	25	34	59			
3d sup'y'y dist.												
Elementary schools.	1 434	1 274	2 708	159	169	328	1	1	2			
Secondary schools	38	68	106	1	2	3	5	7	12			
Total.. . . .	1 472	1 342	2 814	160	171	331	6	8	14			
4th sup'y'y dist												
Elementary schools	1 223	880	2 103	94	62	156	1		1			
Secondary schools	74	110	184		2	2	8	17	25			
Total	1 297	990	2 287	94	64	158	9	17	26			
Montgomery co., 1st sup'y'y dist.												
Elementary schools.	1 229	1 169	2 398	97	118	215	2	2	4			
Secondary schools	83	159	242		1	1	27	28	55	1		1
Total. . .	1 312	1 328	2 640	97	119	216	29	30	59	1		1
2d sup'y'y dist.												
Elementary schools.	940	735	1 675	67	64	131						
Secondary schools..	34	38	72	2		2	3	6	9			
Total . . .	974	773	1 747	69	64	133	3	6	9			
Nassau co., 1st sup'y'y dist.												
Elementary schools.	3 912	3 728	7 640	248	216	464	2	1	3			
Secondary schools.	201	299	500	7	9	16	17	33	50		2	2
Total.....	4 113	4 027	8 140	255	225	480	19	34	53		2	2
2d sup'y'y dist.												
Elementary schools.	4 810	4 689	9 499	463	457	920	1	2	3			
Secondary schools	308	348	656	9	5	14	32	41	73	1		1
Total . . . . .	5 118	5 037	10 155	472	462	934	33	43	76	1		1
Niagara co., 1st sup'y'y dist.												
Elementary schools.	884	841	1 725	68	76	144	1	1	2			
Secondary schools..	68	157	225	9	8	17	6	4	10			
Total.....	952	998	1 950	77	84	161	7	5	12			
2d sup'y'y dist.												
Elementary schools.	761	680	1 441	104	89	193	1		1			
Secondary schools												
Total.....	761	680	1 441	104	89	193	1		1			
3d sup'y'y dist.												
Elementary schools.	1 144	1 187	2 331	110	100	210	1		1			
Secondary schools	38	103	141	2	4	6	3	8	11			
Total.....	1 182	1 290	2 472	112	104	216	4	8	12			
Oneida co., 1st sup'y'y dist.												
Elementary schools.	1 329	1 210	2 539	128	111	239						
Secondary schools	72	94	166	1	2	3	3	10	13			
Total.....	1 401	1 304	2 705	129	113	242	3	10	13			
2d sup'y'y dist.												
Elementary schools..	867	777	1 644	77	63	140	1		1			
Secondary schools..	63	110	173		1	1	7	15	22			
Total . . . . .	930	887	1 817	77	64	141	8	15	23			

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
177 107	166 996	344 103	342	249	591	982	918	1 900	1	1	2
23 017	32 251	55 268	3 185	5 286	8 471	122	172	294	18	28	46
200 124	199 247	399 371	3 527	5 535	9 062	1 104	1 090	2 194	19	29	48
173 353	147 151	320 504	12	53	65	974	836	1 810	3	1	1
5 885	11 117	17 002	633	1 104	1 737	31	58	89	6	6	9
179 238	153 268	337 506	645	1 157	1 802	1 005	894	1 899	3	7	10
129 340	113 955	243 295	896	2 733	3 629	761	675	1 436	4	15	19
11 004	17 327	28 331	896	2 733	3 629	59	93	152	4	15	19
140 344	131 282	271 626	896	2 733	3 629	820	768	1 588	4	15	19
166 729	147 058	313 787	155	342	497	920	815	1 735	1	2	3
13 205	25 809	39 014	3 454	4 286	7 740	70	137	207	18	23	41
179 934	172 867	352 801	3 609	4 628	8 237	990	952	1 942	19	25	44
114 340	101 038	215 378	529	1 083	1 612	639	566	1 205	3	6	9
5 804	6 219	12 023	529	1 083	1 612	30	33	63	3	6	9
120 144	107 257	227 401	529	1 083	1 612	669	599	1 268	3	6	9
527 248	511 450	1 038 698	134	76	210	2 820	2 734	5 554	1	1	2
29 064	42 794	71 858	2 332	4 610	6 942	155	228	383	12	25	37
556 312	554 244	1 110 556	2 466	4 686	7 152	2 975	2 902	5 937	13	26	39
654 861	610 520	1 271 381	115	230	345	3 492	3 331	6 823	1	2	3
44 706	50 154	94 860	4 750	5 751	10 501	238	266	504	25	31	56
699 567	666 674	1 366 241	4 865	5 981	10 846	3 730	3 597	7 327	26	33	59
102 926	97 722	200 648	10	85	95	582	555	1 137	2	2	4
12 189	22 816	35 005	437	417	854	66	123	189	2	2	4
115 115	120 538	235 653	447	502	949	648	678	1 326	2	2	4
84 900	75 848	160 748	17	17	34	483	426	909	.....	.....	.....
84 900	75 848	160 748	17	17	34	483	426	909	.....	.....	.....
135 180	140 356	275 536	24	24	48	766	797	1 563	1	1	2
5 085	14 268	19 353	524	1 242	1 766	76	76	103	3	7	10
140 265	154 624	294 889	548	1 242	1 790	703	873	1 666	4	7	11
172 170	154 687	326 857	393	1 381	1 774	932	836	1 768	2	7	9
11 007	14 691	25 698	393	1 381	1 774	57	83	140	2	7	9
183 177	169 378	352 555	393	1 381	1 774	989	919	1 908	2	7	9
103 818	93 340	197 158	97	97	194	600	537	1 137	1	1	2
7 591	15 391	22 982	642	2 239	2 881	41	83	124	2	12	14
111 409	108 731	220 140	739	2 239	2 978	641	620	1 261	3	12	15

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<i>Oneida co (concluded)</i>												
3d sup'v'y dist.												
Elementary schools..	823	747	1 575	56	52	103	3	1	4			
Secondary schools..	82	80	171	3		3	11	20	31			
Total.....	910	836	1 746	59	52	111	14	21	35			
4th sup'v'y dist.												
Elementary schools	733	717	1 450	71	73	144	1		1			
Secondary schools.	12	16	23	1		1		3	3			
Total....	745	733	1 478	72	73	145	1	3	4			
5th sup'v'y dist.												
Elementary schools.	524	533	1 057	61	42	103	1	3	4			
Secondary schools	22	42	64		1	1	8	10	18			
Total .....	546	575	1 121	61	43	104	9	13	22			
6th sup'v'y dist.												
Elementary schools	713	727	1 440	77	62	139	2	2	4			
Secondary schools .	54	76	130		1	1	13	14	32			
Total.....	767	803	1 570	77	63	140	20	16	36			
7th sup'v'y dist.												
Elementary schools.	509	485	994	49	46	95	1		1			
Secondary schools.	53	91	144	3	4	7	9	9	18			
Total.....	562	576	1 138	52	50	102	10	9	19			
<i>Onondaga co., 1st sup'v'y dist.</i>												
Elementary schools.	864	825	1 689	71	64	135	3	1	4		1	1
Secondary schools	51	116	167				9	14	23			
Total.....	915	941	1 856	71	64	135	12	15	27		1	1
2d sup'v'y dist.												
Elementary schools	1 165	1 045	2 210	121	124	245	3		3			
Secondary schools..	190	111	301	1		1	13	16	29	1		1
Total.....	1 265	1 156	2 421	122	124	246	16	16	32	1		1
3d sup'v'y dist.												
Elementary schools	1 032	1 054	2 086	101	110	211						
Secondary schools .	72	73	145	4	2	6	10	8	18			
Total.....	1 104	1 127	2 231	105	112	217	10	8	18			
4th sup'v'y dist.												
Elementary schools.	1 147	1 122	2 269	86	104	190	4	2	6			
Secondary schools .	126	175	301	2	1	3	10	13	24			
Total....	1 273	1 297	2 570	88	105	193	14	20	34			
5th sup'v'y dist.												
Elementary schools.	1 667	1 637	3 304	90	79	169	3	2	5			
Secondary schools	152	215	367	1	3	4	23	36	59		1	1
Total .....	1 819	1 902	3 721	91	82	173	32	38	70		1	1
<i>Ontario co., 1st sup'v'y dist.</i>												
Elementary schools..	1 088	1 103	2 191	96	80	176	3	2	5			
Secondary schools .	149	240	389	1	2	3	35	53	88			
Total.....	1 237	1 343	2 580	97	82	179	33	55	93			
2d sup'v'y dist.												
Elementary schools.	1 053	1 019	2 072	96	79	175						
Secondary schools .	83	107	190	2	4	6	16	20	36			
Total .....	1 136	1 126	2 262	98	81	179	16	20	36			

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
102 916	100 035	202 951	307	58	365	599	580	1 179	3	.	3
12 228	12 096	24 324	1 412	2 905	4 317	66	64	130	7	16	23
115 144	112 131	227 275	1 719	2 963	4 682	665	644	1 309	10	16	26
79 985	79 270	159 255	98	.....	98	487	482	969	..	...	...
1 870	2 241	4 111	..	382	382	10	12	22	1	2	3
81 855	81 511	163 366	98	382	480	497	494	991	1	2	3
57 854	60 049	117 903	54	156	210	342	354	696	...	1	1
3 332	7 106	10 438	1 175	1 082	2 257	18	38	56	6	6	12
61 186	67 135	128 341	1 229	1 238	2 467	360	392	752	6	7	13
75 373	84 870	160 243	147	58	205	456	505	961	1	...	1
8 308	11 170	19 478	2 817	2 130	4 947	45	60	105	15	12	27
83 681	96 040	179 721	2 964	2 188	5 152	591	565	1 066	16	12	28
59 033	56 398	115 431	37	...	37	342	328	670	...	...	...
7 947	15 325	23 272	1 439	1 560	2 999	42	82	124	8	9	17
66 980	71 723	138 703	1 476	1 560	3 036	384	410	794	8	9	17
106 339	104 330	210 678	544	363	907	604	594	1 198	3	1	4
6 783	16 826	23 609	1 156	2 142	3 298	35	88	123	6	11	17
113 122	121 165	234 287	1 700	2 505	4 205	639	682	1 321	9	12	21
146 004	127 062	273 066	135	.....	135	810	699	1 509	1	...	1
14 239	17 794	32 033	1 665	2 064	3 729	75	93	168	9	11	20
160 243	144 856	305 099	1 800	2 064	3 864	885	792	1 677	10	11	21
130 739	130 071	260 810	...	...	...	718	723	1 441	.....	.....	.....
9 841	10 400	20 241	1 055	1 284	2 339	51	54	105	6	7	13
140 530	140 471	281 051	1 055	1 284	2 339	769	777	1 546	6	7	13
161 477	142 648	304 125	198	158	356	829	783	1 612	20	11	31
18 861	28 349	47 210	1 143	2 858	4 001	99	148	247	6	15	21
180 338	170 997	351 335	1 341	3 016	4 357	928	931	1 859	26	26	52
224 985	225 175	450 160	315	85	400	1 220	1 210	2 430	2	.....	2
24 578	31 675	56 253	4 537	4 875	9 412	130	160	290	20	29	49
249 563	256 850	506 413	4 882	4 960	9 812	1 350	1 379	2 729	22	29	51
144 589	145 085	289 674	106	238	344	812	811	1 623	...	2	2
22 010	37 638	59 648	4 306	7 676	11 982	115	196	311	23	39	62
166 599	182 723	349 322	4 412	7 914	12 326	927	1 007	1 934	23	41	64
139 001	143 397	282 398	...	...	...	763	728	1 491	.....	.....	.....
14 547	16 845	31 092	2 603	3 259	5 862	75	86	161	14	17	31
153 548	159 942	313 490	2 603	3 259	5 862	833	814	1 652	14	17	31

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ontario co. (concluded)												
3d sup'v'y dist.												
Elementary schools..	661	574	1 235	54	38	92	1	.....	1	..	.	...
Secondary schools..	..	..	..	..	..	..	1	..	..	1	.	...
Total .....	661	574	1 235	54	38	92	1	..	1	.	.	...
4th sup'v'y dist.												
Elementary schools	653	594	1 247	53	57	115	1	..	1	..	.	...
Secondary schools..	39	60	99	1	1	1	..	9	9	..	.	...
Total.....	692	654	1 346	53	58	116	1	9	10	..	.	...
Orange co., 1st sup'v'y dist.												
Elementary schools..	2 352	2 317	4 669	196	162	358	1	..	1	..	.	...
Secondary schools..	150	178	328	3	3	3	23	25	53	..	.	...
Total .....	2 502	2 495	4 997	199	162	361	29	25	54	..	.	...
2d sup'v'y dist.												
Elementary schools.	2 061	1 970	4 031	189	130	369	..	..	..	..	.	...
Secondary schools..	177	216	393	3	6	9	25	27	52	1	1	2
Total .....	2 238	2 186	4 424	192	136	378	25	27	52	1	1	2
3d sup'v'y dist.												
Elementary schools.	998	882	1 880	117	100	217	..	..	..	..	.	...
Secondary schools..	..	..	..	..	..	..	..	..	..	..	.	...
Total.....	998	882	1 880	117	100	217	..	..	..	..	.	...
Orleans co., 1st sup'v'y dist.												
Elementary schools.	1 005	1 019	2 024	84	91	175	3	..	3	..	.	...
Secondary schools	110	162	272	2	5	7	27	27	54	1	..	1
Total .....	1 115	1 181	2 296	86	96	182	30	27	57	1	..	1
2d sup'v'y dist.												
Elementary schools.	643	654	1 297	75	54	129	1	1	2	..	.	...
Secondary schools..	113	103	216	2	3	5	16	33	49	..	.	...
Total .....	756	757	1 513	77	57	134	17	34	51	..	.	...
3d sup'v'y dist.												
Elementary schools..	954	842	1 796	111	92	203	5	6	11	..	.	...
Secondary schools..	65	84	149	2	2	4	10	15	25	1	..	2
Total.....	1 019	926	1 945	113	94	207	15	21	36	1	1	2
Oswego co., 1st sup'v'y dist.												
Elementary schools.	454	444	898	62	58	120	1	..	1	..	.	...
Secondary schools..	19	34	53	..	1	1	8	3	11	..	.	...
Total.....	473	478	951	62	59	121	9	3	12	..	.	...
2d sup'v'y dist.												
Elementary schools..	740	746	1 486	96	89	185	2	1	3	..	.	...
Secondary schools..	85	89	174	..	1	1	15	23	38	1	..	1
Total .....	825	835	1 660	96	90	186	17	24	41	1	..	1
3d sup'v'y dist.												
Elementary schools..	891	847	1 738	98	98	196	4	1	5	..	.	...
Secondary schools..	59	101	160	2	1	3	14	21	35	..	.	...
Total.....	950	948	1 898	100	99	199	18	22	40	..	.	...
4th sup'v'y dist.												
Elementary schools..	793	757	1 550	60	69	129	..	..	..	..	.	...
Secondary schools..	36	53	89	..	1	1	12	17	29	..	1	1
Total.....	829	810	1 639	60	70	130	12	17	29	..	1	1



(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
78 056	68 861	146 917	30	....	30	445	386	831	...	....	....
78 056	68 861	146 917	30	....	30	445	386	831	...	....	....
77 030	67 631	144 661	82	....	82	464	409	873	1	....	1
6 341	9 542	15 883	...	1 374	1 374	33	50	83	...	7	7
83 371	77 173	160 544	82	1 374	1 456	497	459	956	1	7	8
298 293	297 115	595 406	140	....	140	1 613	1 606	3 219	1	....	1
21 216	27 869	49 082	3 737	3 591	7 323	113	147	260	20	20	40
319 503	324 981	644 490	3 877	3 591	7 463	1 726	1 753	3 479	21	20	41
270 584	253 079	523 663	...	...	...	1 467	1 369	2 836	...	...	...
28 005	33 521	61 526	3 608	4 135	7 743	149	179	323	19	23	42
298 589	286 600	585 189	3 603	4 135	7 743	1 616	1 548	3 164	19	23	42
113 754	98 523	212 282	...	74	74	632	554	1 186	...	...	...
113 754	98 523	212 282	...	74	74	632	554	1 186	...	...	...
128 773	130 300	259 073	173	...	173	705	716	1 421	1	....	1
16 280	23 745	40 025	3 263	3 931	7 194	86	124	210	17	20	37
145 053	154 045	299 098	3 436	3 931	7 367	791	840	1 631	18	20	38
85 904	82 166	168 070	30	144	174	498	467	965	...	...	...
14 013	14 382	28 395	1 800	5 099	6 899	74	76	150	10	27	37
99 917	96 548	196 465	1 830	5 233	7 063	572	543	1 115	10	27	37
118 919	101 304	220 223	9	42	51	601	590	1 231	...	...	...
9 983	13 149	23 132	1 474	2 104	3 578	52	68	120	8	11	19
128 902	114 453	243 355	1 483	2 146	3 629	743	658	1 401	8	11	19
50 311	46 744	97 055	33	...	33	305	283	588	...	...	...
3 004	5 201	8 205	1 301	447	1 748	16	27	43	7	2	9
53 315	51 945	105 260	1 334	447	1 781	321	310	631	7	2	9
80 356	75 010	156 266	219	136	355	485	457	942	2	1	3
8 147	12 296	20 443	1 865	3 186	5 051	45	63	113	10	18	28
88 503	88 206	176 709	2 084	3 322	5 406	530	525	1 055	12	19	31
10 576	100 127	200 703	277	...	277	601	596	1 196	1	...	1
8 895	14 900	23 795	1 625	3 353	4 978	47	79	126	8	18	26
109 471	115 027	224 498	1 902	3 353	5 255	648	675	1 322	9	18	27
77 175	77 792	154 967	...	...	...	463	463	927	...	...	...
5 692	8 563	14 155	1 823	2 475	4 298	30	45	75	10	13	23
82 767	86 355	169 122	1 823	2 475	4 298	493	508	1 002	10	13	23

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Oswego co. (concluded)												
5th sup'v'y dist.												
Elementary schools	840	808	1 648	85	73	158	..	.	.	3	7	10
Secondary schools	6	35	41	1	2	3	3	2	5			
Total	846	843	1 689	86	75	161	3	2	5	3	7	10
Otsego co., 1st sup'v'y dist.												
Elementary schools	520	472	992	66	55	121	2	.	2			
Secondary schools	40	35	75	1	1	2	3	11	14			
Total	560	507	1 067	67	56	122	5	11	16			
2d sup'v'y dist.												
Elementary schools	452	446	898	42	42	84	1	1	2			
Secondary schools	51	73	124	4	4	8	4	17	21			
Total	503	519	1 022	42	46	88	5	18	23			
3d sup'v'y dist.												
Elementary schools	835	804	1 639	79	69	148	2	5	7			
Secondary schools	84	145	229	1	2	3	19	24	43		1	1
Total	919	949	1 868	80	71	151	21	29	50		1	1
4th sup'v'y dist.												
Elementary schools	643	607	1 250	72	55	127	2	1	3			
Secondary schools	38	73	111	1	1	2	11	19	30		1	1
Total	681	680	1 361	73	56	129	13	20	33		1	1
5th sup'v'y dist.												
Elementary schools	434	407	841	49	36	85	2	.	2			
Secondary schools	42	57	99	1	1	2	7	10	17		1	1
Total	476	464	940	50	37	87	9	10	19		1	1
6th sup'v'y dist.												
Elementary schools	330	277	607	24	31	55	.	.	.			
Secondary schools	18	31	49	1	2	3	4	4	8			
Total	348	308	656	25	33	58	4	4	8			
Putnam co.												
Elementary schools	1 156	1 163	2 319	86	97	183	1	3	4			
Secondary schools	54	94	148		1	1	5	11	16			
Total	1 210	1 257	2 467	86	98	184	6	14	20			
Rensselaer co., 1st sup'v'y dist.												
Elementary schools	2 000	1 829	3 829	129	111	240	1	3	4			
Secondary schools	202	265	467	1	4	5	40	36	76			
Total	2 202	2 094	4 296	130	115	245	41	39	80			
2d sup'v'y dist.												
Elementary schools	579	556	1 135	49	44	93	1	1	2			
Secondary schools	5	14	19				6	4	10			
Total	584	570	1 154	49	44	93	7	5	12			
3d sup'v'y dist.												
Elementary schools	966	931	1 897	48	53	101	...	...	...			
Secondary schools	9	9	18				...	...	...			
Total	975	940	1 915	48	53	101	...	...	...			
Rockland co.												
Elementary schools	3 902	3 653	7 555	220	200	420	4	4	8	4	3	7
Secondary schools	297	357	654	4	10	14	25	75	100	1	1	1
Total	4 199	4 010	8 209	224	210	434	29	79	104	5	4	8

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
92 249	87 221	179 470	..	..	....	533	513	1 046	...	...	...
763	5 198	5 961	289	221	510	4	27	31	2	1	3
93 012	92 419	185 431	289	221	510	537	540	1 077	2	1	3
58 778	52 611	111 389	122		122	351	315	666	1	...	1
5 697	4 577	10 274	487	1 573	2 060	30	24	54	3	9	12
64 475	57 188	121 663	609	1 573	2 182	381	339	720	4	9	13
53 663	53 770	107 433	20	14	34	315	318	633	...	...	...
7 081	11 612	18 693	318	2 518	2 836	37	61	98	2	14	16
60 744	65 332	126 126	338	2 532	2 870	352	379	731	2	14	16
103 559	102 454	206 013	151	778	929	610	597	1 207	1	5	6
12 096	21 148	33 244	2 420	3 178	5 598	66	115	181	14	17	31
115 655	123 602	239 257	2 571	3 956	6 527	676	712	1 388	15	22	37
76 246	73 075	149 321	191	53	249	450	433	883	1	2	3
5 960	10 400	16 360	1 432	2 674	4 106	31	56	87	8	15	23
82 206	83 475	165 681	1 623	2 732	4 355	481	489	970	9	17	26
49 918	50 560	100 478	236	82	318	294	304	598	1	1	2
6 335	8 776	15 111	1 084	1 277	2 361	34	48	82	6	7	13
56 253	59 336	115 539	1 320	1 359	2 679	328	352	680	7	8	15
41 610	35 949	77 559	...	...	...	249	212	461	...	...	...
2 808	5 143	7 956	608	606	1 274	14	26	40	3	3	6
44 418	41 097	85 515	668	606	1 274	263	233	501	3	3	6
137 555	134 169	271 724	94	73	167	751	748	1 499	2	...	2
7 417	13 778	21 195	660	1 555	2 215	40	72	112	4	9	13
144 972	147 947	292 919	754	1 628	2 382	791	823	1 611	6	9	15
278 923	264 779	543 702	148	270	418	1 541	1 453	2 999	1	1	2
31 445	41 069	72 514	5 991	5 525	11 516	171	222	393	33	30	63
310 368	305 848	616 216	6 139	5 795	11 934	1 712	1 680	3 392	34	31	65
58 728	55 849	114 577	35	4	39	381	355	736	...	...	...
559	1 990	2 549	912	570	1 482	3	12	15	5	3	8
59 287	57 839	117 126	947	574	1 521	334	367	751	5	3	8
114 819	108 233	223 052	...	...	...	659	638	1 297	...	...	...
1 380	1 262	2 642	...	...	...	7	7	14	...	...	...
116 199	109 495	225 694	...	...	...	666	645	1 311	...	...	...
539 260	503 023	1 042 283	177	...	177	2 882	2 653	5 540	2	...	2
42 038	53 966	96 004	3 630	10 371	14 051	227	289	516	20	55	75
581 298	556 989	1 138 287	3 857	10 371	14 223	3 109	2 947	6 056	22	55	77

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
St Lawrence co., 1st sup'v'y dist.												
Elementary schools..	1 396	1 359	2 755	146	170	316	3	3	6	...	...	...
Secondary schools..	110	167	277	2	2	4	28	50	78	...	...	...
Total..	1 506	1 526	3 032	148	172	320	31	53	84	...	...	...
2d sup'v'y dist.												
Elementary schools	570	520	1 090	52	52	104	2	..	2	...	...	...
Secondary schools.	23	44	67	...	3	3	2	10	12	...	2	2
Total..	593	564	1 157	52	55	107	4	10	14	...	2	2
3d sup'v'y dist.												
Elementary schools	739	689	1 428	68	56	124	...	...	...	...	...	...
Secondary schools	39	54	93	1	1	2	4	4	8	...	...	...
Total ..	778	743	1 521	69	57	126	4	4	8	...	...	...
4th sup'v'y dist.												
Elementary schools.	575	540	1 115	46	40	86	...	...	...	...	...	...
Secondary schools	33	65	98	...	1	1	6	9	15	...	...	...
Total ..	608	605	1 213	46	41	87	6	9	15	...	...	...
5th sup'v'y dist.												
Elementary schools	988	980	1 968	109	124	233	2	1	3	...	...	...
Secondary schools..	98	127	225	1	4	5	26	32	58	1	1	2
Total ..	1 086	1 107	2 193	110	128	238	28	33	61	1	1	2
6th sup'v'y dist.												
Elementary schools	1 134	1 047	2 181	134	112	246	...	...	...	...	...	...
Secondary schools ..	54	107	161	...	4	4	10	6	16	...	...	...
Total... ..	1 188	1 154	2 342	134	116	250	10	6	16	...	...	...
7th sup'v'y dist.												
Elementary schools.	1 227	1 186	2 413	113	105	218	...	...	...	...	2	2
Secondary schools	75	108	183	...	2	2	18	14	32	...	2	2
Total ..	1 302	1 294	2 596	113	107	220	18	14	32	...	4	4
8th sup'v'y dist.												
Elementary schools.	650	648	1 298	64	87	151	...	...	...	...	...	...
Secondary schools	6	11	17	...	...	...	1	8	9	...	...	...
Total ..	656	659	1 315	64	87	151	1	8	9	...	...	...
Saratoga co., 1st sup'v'y dist.												
Elementary schools.	1 793	1 749	3 542	107	98	205	3	...	3	...	...	...
Secondary schools ..	106	132	238	5	8	13	10	21	31	...	...	...
Total ..	1 899	1 881	3 780	112	106	218	13	21	34	...	...	...
2d sup'v'y dist.												
Elementary schools	920	922	1 842	72	61	133	4	1	5	...	...	...
Secondary schools ..	40	69	109	2	...	2	8	14	22	...	...	...
Total ..	960	991	1 951	74	61	135	12	15	27	...	...	...
3d sup'v'y dist.												
Elementary schools	1 740	1 764	3 504	113	101	214	2	1	3	...	...	...
Secondary schools.	218	239	457	1	...	1	17	17	34	...	...	...
Total....	1 958	2 003	3 961	114	101	215	19	18	37	...	...	...
4th sup'v'y dist.												
Elementary schools .	676	713	1 389	58	64	122	2	3	5	...	...	...
Secondary schools	41	64	105	...	...	...	2	2	4	2	...	2
Total.....	717	777	1 494	58	64	122	4	5	9	2	...	2

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
170 707	159 188	329 895	179	311	490	972	901	1 873	1	2	3
17 572	27 779	45 351	3 762	6 237	9 999	94	148	242		33	53
188 279	186 967	375 246	3 941	6 548	10 489	1 066	1 049	2 115	21	35	56
66 018	60 181	126 199	145	.....	145	395	370	765	1	.....	1
2 814	6 409	9 223	251	1 034	1 285	15	33	48	1	5	6
68 832	66 590	135 422	396	1 034	1 430	410	403	813	2	5	7
87 627	80 826	168 453	.....	.....	.....	533	480	1 013	.....	.....	.....
6 164	7 749	13 913	647	501	1 148	32	41	73	4	3	7
93 791	88 575	182 366	647	501	1 148	565	521	1 086	4	3	7
67 277	63 954	131 231	.....	.....	.....	412	386	798	.....	.....	.....
4 098	9 580	13 678	874	1 443	2 317	22	50	72	5	7	12
71 375	73 534	144 909	874	1 443	2 317	434	436	870	5	7	12
115 045	111 236	226 281	119	35	154	679	665	1 344	1	.....	1
15 193	20 600	35 793	3 626	5 024	8 650	79	108	187	19	26	45
130 238	131 836	262 074	3 745	5 059	8 804	758	773	1 531	20	26	46
135 219	123 089	258 308	.....	108	108	797	695	1 492	1	.....	1
8 171	16 014	24 185	1 318	869	2 187	43	83	126	6	5	11
143 390	139 103	282 493	1 318	977	2 295	840	778	1 618	7	5	12
141 144	140 417	281 561	.....	.....	.....	820	813	1 633	.....	.....	.....
11 597	16 937	28 534	2 466	2 392	4 858	61	90	151	13	13	26
152 741	157 354	310 095	2 466	2 392	4 858	881	903	1 784	13	13	26
76 665	69 628	146 293	.....	.....	.....	473	434	907	.....	.....	.....
1 080	1 765	2 845	175	1 083	1 258	6	9	15	1	6	7
77 745	71 393	149 138	175	1 083	1 258	479	443	922	1	6	7
235 868	232 857	468 725	.....	.....	.....	1 324	1 299	2 623	.....	.....	.....
16 882	20 563	37 445	1 365	3 145	4 510	90	111	201	7	18	25
252 750	253 420	506 170	1 365	3 145	4 510	1 414	1 410	2 824	7	18	25
108 297	98 403	206 700	693	142	835	610	559	1 169	3	1	4
6 391	11 053	17 444	1 242	2 037	3 279	33	57	90	7	10	17
114 688	109 466	224 144	1 935	2 179	4 114	643	616	1 259	10	11	21
246 625	239 515	486 140	62	23	85	1 326	1 291	2 617	.....	1	1
34 368	38 170	72 538	2 164	2 774	4 938	176	197	373	11	14	25
280 993	277 685	558 678	2 226	2 797	5 023	1 502	1 488	2 990	11	15	26
79 452	83 440	162 892	139	167	306	464	492	956	.....	1	1
5 790	9 393	15 183	267	232	499	30	49	79	1	1	2
85 242	92 833	178 075	406	399	805	494	541	1 035	1	2	3

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Schenectady co.												
Elementary schools..	1 644	1 529	3 173	99	96	195	..	1	1	....	5	..
Secondary schools...	64	57	121	5	8	13	11	1	12	..	7	12
Total .....	1 708	1 586	3 294	104	104	208	11	2	13	5	7	12
Schoharie co., 1st sup'v'y dist.												
Elementary schools..	523	478	1 001	46	59	105	4	1	5	....	..	..
Secondary schools..	8	17	25	2	2	4	3	1	4	..	..	..
Total .....	531	495	1 026	46	61	107	7	2	9	..	..	..
2d sup'v'y dist.												
Elementary schools	700	742	1 442	54	70	124	6	2	8	..	..	..
Secondary schools .	31	54	85	..	..	..	8	15	23	..	..	..
Total .....	731	796	1 527	54	70	124	14	17	31	..	..	..
3d sup'v'y dist.												
Elementary schools..	876	826	1 702	90	92	182	4	3	7	..	..	..
Secondary schools .	84	114	198	2	4	6	19	20	39	..	..	..
Total .....	960	940	1 900	92	96	188	23	23	46	..	..	..
Schuyler co., 1st sup'v'y dist.												
Elementary schools	535	511	1 126	66	63	129	1	1	2	..	..	..
Secondary schools	14	18	32	1	..	1	1	6	7	..	..	..
Total .....	599	559	1 158	67	63	130	2	7	9	..	..	..
2d sup'v'y dist.												
Elementary schools.	674	622	1 296	77	64	141	1	1	2	..	..	..
Secondary schools..	37	76	113	..	4	4	11	19	30	..	1	1
Total .....	711	698	1 409	77	68	145	12	20	32	..	1	1
Seneca co., 1st sup'v'y dist.												
Elementary schools..	698	644	1 342	71	84	155	3	1	4	..	..	..
Secondary schools	83	83	166	1	1	2	16	23	39	..	1	1
Total .....	781	727	1 508	72	85	157	19	24	43	..	1	1
2d sup'v'y dist.												
Elementary schools.	1 050	1 077	2 127	93	99	193	..	1	1	..	..	..
Secondary schools .	98	163	261	1	1	2	26	39	65	..	..	..
Total .....	1 148	1 240	2 388	100	100	203	26	40	66	..	..	..
Steuben co., 1st sup'v'y dist.												
Elementary schools	1 192	1 163	2 355	118	122	240	..	..	..	..	..	..
Secondary schools .	92	94	186	..	..	..	14	17	31	..	..	..
Total .....	1 284	1 257	2 541	118	122	243	14	17	31	..	..	..
2d sup'v'y dist.												
Elementary schools.	815	784	1 599	107	96	203	3	3	6	..	..	..
Secondary schools .	91	127	218	1	4	5	18	23	41	..	..	..
Total .....	906	911	1 817	103	100	203	21	26	47	..	..	..
3d sup'v'y dist.												
Elementary schools.	636	609	1 245	56	69	125	5	11	16	..	..	..
Secondary schools	36	67	103	5	11	16	..	..	..	..	..	..
Total .....	672	676	1 348	61	80	141	5	11	16	..	..	..
4th sup'v'y dist.												
Elementary schools..	582	551	1 133	56	72	128	1	1	2	..	..	..
Secondary schools...	27	41	68	1	1	2	7	2	9	..	..	..
Total .....	609	592	1 201	57	73	130	8	3	11	..	..	..

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
212 513	189 427	401 940	1 736	179	1 915	1 189	1 054	2 243	9	1	10
9 752	7 668	17 420	1 736	179	1 915	52	41	93	9	1	10
222 265	197 095	419 360				1 241	1 095	2 336	9	1	10
55 457	51 532	106 989	39	35	74	352	325	677	1	.....	1
1 215	2 138	3 353	521	173	694	6	11	17	3	1	4
56 672	53 670	110 342	560	208	768	358	336	694	4	1	5
84 680	86 976	171 656	583	102	670	495	513	1 008	3	.....	3
4 659	8 020	12 679	972	1 849	2 821	25	43	68	5	10	15
89 339	94 996	184 335	1 540	1 951	3 491	520	556	1 076	8	10	18
95 309	98 989	194 298	170	61	231	619	575	1 194	1	1	2
12 835	17 594	30 429	2 632	2 722	5 354	68	93	161	14	14	28
108 144	116 583	224 727	2 802	2 783	5 585	637	668	1 355	15	15	30
68 042	63 626	131 668	100	6	106	402	373	775	.....	.....	.....
1 842	2 777	4 619	116	887	1 003	9	15	24	1	5	6
69 584	66 408	136 287	216	893	1 109	411	383	799	1	5	6
83 259	73 988	157 247	24	89	113	487	432	919	.....	.....	.....
4 989	11 692	16 681	1 670	2 709	4 379	27	63	90	9	15	24
88 248	85 680	173 928	1 694	2 798	4 492	514	495	1 009	9	15	24
87 729	74 455	162 184	291	85	376	510	436	946	1	.....	1
12 028	12 202	24 230	2 493	3 130	5 623	64	64	128	13	17	30
99 757	86 657	186 414	2 784	3 215	5 999	574	500	1 074	14	17	31
134 389	134 793	269 182	.....	164	164	736	742	1 478	.....	1	1
15 027	26 362	41 389	3 516	6 827	10 343	80	139	219	19	36	55
149 416	161 155	310 571	3 516	6 991	10 507	816	881	1 697	19	37	56
152 071	148 807	300 878	.....	164	164	736	742	1 478	.....	1	1
11 423	15 377	26 800	1 971	2 364	4 335	59	80	139	10	13	23
163 494	164 184	327 678	1 971	2 364	4 335	918	903	1 826	10	13	23
98 539	95 906	194 445	133	238	371	606	579	1 185	16	15	31
12 852	18 240	31 092	2 767	2 836	5 603	70	97	167	15	16	31
111 391	114 146	225 537	2 900	3 074	5 974	676	676	1 352	31	31	62
73 056	68 115	141 171	.....	.....	.....	435	397	832	.....	.....	.....
5 454	10 692	16 146	807	1 649	2 456	23	50	84	5	8	13
78 510	78 807	157 317	807	1 649	2 456	463	453	916	5	8	13
61 480	57 700	119 180	45	126	171	391	364	755	.....	1	1
2 683	5 912	8 595	422	94	516	14	32	46	2	.....	2
64 163	63 612	127 775	467	220	687	405	396	801	2	1	3

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Steuben co. (concluded)												
5th sup'v'y dist.												
Elementary schools..	693	716	1 409	63	85	148	2	1	3	....	....	.
Secondary schools...	41	74	115	...	2	2	16	13	29	....	....	.
Total .....	734	790	1 524	63	87	150	18	14	32	....	....	..
6th sup'v'y dist.												
Elementary schools.	833	761	1 594	101	105	206	2	1	3	....	....	..
Secondary schools...	93	136	229	8	9	17	15	15	30	1	....	1
Total .....	926	897	1 823	109	114	223	17	16	33	1	....	1
7th sup'v'y dist.												
Elementary schools.	645	629	1 274	66	74	140	....	....	....	....	....	....
Secondary schools ..	61	84	145	1	2	3	19	16	35	....	....	....
Total .....	706	713	1 419	67	76	143	19	16	35	....	....	....
Suffolk co., 1st sup'v'y dist.												
Elementary schools..	3 130	2 839	5 969	151	157	308	4	2	6	....	..	..
Secondary schools...	274	321	595	2	2	4	27	43	70	....	1	1
Total.....	3 404	3 160	6 564	153	159	312	31	45	76	....	1	1
2d sup'v'y dist.												
Elementary schools.	3 021	2 874	5 895	164	166	330	3	4	7	2	3	5
Secondary schools ..	258	332	590	6	10	16	25	31	56	1	....	1
Total.....	3 279	3 206	6 485	170	176	346	28	35	63	3	3	6
3d sup'v'y dist.												
Elementary schools..	2 466	2 343	4 809	204	180	384	1	1	2	....	....	..
Secondary schools...	156	243	399	2	6	8	13	19	32	....	3	3
Total.....	2 622	2 586	5 208	206	186	392	14	20	34	....	3	3
Sullivan co., 1st sup'v'y dist.												
Elementary schools..	1 233	1 182	2 415	110	108	218	2	1	3	....	....	..
Secondary schools...	42	58	100	2	2	4	9	11	20	1	1	2
Total.....	1 275	1 240	2 515	112	110	222	11	12	23	1	1	2
2d sup'v'y dist.												
Elementary schools..	1 117	1 031	2 148	54	47	101	4	3	7	....	....	....
Secondary schools...	50	64	114	2	...	2	3	8	11	....	....	....
Total.....	1 167	1 095	2 262	56	47	103	7	11	18	....	....	....
3d sup'v'y dist.												
Elementary schools.	1 405	1 324	2 729	146	130	276	1	....	1	....	....	....
Secondary schools...	64	65	129	3	5	8	10	8	18	....	....	....
Total.....	1 469	1 389	2 858	149	135	284	11	8	19	....	....	....
Tioga co., 1st sup'v'y dist.												
Elementary schools..	566	522	1 158	67	72	139	1	....	1	....	....	....
Secondary schools...	44	68	112	1	3	4	10	8	18	....	....	....
Total.....	610	660	1 270	68	75	143	11	8	19	....	....	....
2d sup'v'y dist.												
Elementary schools..	883	813	1 696	69	72	141	2	2	4	....	2	2
Secondary schools...	78	149	227	....	....	....	12	38	50	....	1	1
Total.....	961	962	1 923	69	72	141	14	40	54	....	3	3
3d sup'v'y dist.												
Elementary schools..	666	696	1 362	67	74	141	1	1	2	....	....	....
Secondary schools...	90	107	197	1	1	2	20	14	34	....	....	....
Total.....	756	803	1 559	68	75	143	21	15	36	....	....	....



(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
79 800	79 526	159 326	124	9	133	479	480	959	1	....	1
5 734	12 097	17 831	2 100	1 969	4 069	30	63	93	11	10	21
85 534	91 623	177 157	2 224	1 978	4 202	509	543	1 052	12	10	22
93 968	87 173	181 141	553	242	795	549	491	1 040	3	1	4
11 411	17 175	28 586	2 031	2 059	4 090	60	91	151	10	11	21
105 379	104 348	209 727	2 584	2 301	4 885	609	582	1 191	13	12	25
73 971	72 798	146 769	....	....	....	445	439	884	....	....	....
6 519	13 143	19 662	2 791	2 749	5 540	36	71	107	15	14	29
80 490	85 941	166 431	2 791	2 749	5 540	481	510	991	15	14	29
449 303	393 342	842 645	320	290	610	2 394	2 130	4 524	2	1	3
40 540	48 705	89 245	4 262	6 576	10 838	218	264	482	22	36	58
489 843	442 047	931 890	4 582	6 866	11 448	2 612	2 394	5 006	24	37	61
423 428	398 550	821 978	146	293	439	2 239	2 110	4 349	....	....	....
40 181	51 076	91 257	4 037	4 794	8 831	211	267	478	21	25	46
463 609	449 626	913 235	4 183	5 087	9 270	2 450	2 377	4 827	21	25	46
333 099	302 220	635 319	8	180	188	1 776	1 612	3 388	....	2	2
22 799	36 436	59 235	1 829	2 822	4 651	123	196	319	10	15	25
355 898	338 656	694 554	1 837	3 002	4 839	1 899	1 808	3 707	10	17	27
143 682	135 920	279 602	....	....	....	835	793	1 628	....	....	....
5 818	8 752	14 570	927	1 274	2 201	30	46	76	5	7	12
149 500	144 672	294 172	927	1 274	2 201	865	839	1 704	5	7	12
133 062	123 929	256 991	472	161	633	783	727	1 510	1	2	3
7 115	9 221	16 336	400	1 031	1 431	37	48	85	3	7	10
140 177	133 150	273 327	872	1 192	2 064	820	775	1 595	4	9	13
162 356	146 307	308 663	71	....	71	918	841	1 759	....	....	....
8 324	9 303	17 627	1 534	1 444	2 978	44	49	93	8	8	16
170 680	155 610	326 290	1 605	1 444	3 049	962	890	1 852	8	8	16
62 709	69 956	132 665	44	....	44	377	413	790	....	....	....
6 722	10 918	17 640	1 235	1 051	2 286	36	58	94	6	5	11
69 431	80 874	150 305	1 279	1 051	2 330	413	471	884	6	5	11
115 567	102 815	218 382	....	278	278	641	576	1 217	....	1	1
11 251	22 978	34 229	1 526	4 832	6 358	60	122	182	8	25	33
126 818	125 793	252 611	1 526	5 110	6 636	701	698	1 399	8	26	34
89 009	86 632	175 641	179	95	274	490	481	971	1	1	2
12 472	17 176	29 648	2 857	1 992	4 849	66	90	156	15	11	26
101 481	103 808	205 289	3 036	2 087	5 123	556	571	1 127	16	12	28

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 13 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 13 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tompkins co. 1st sup'v'y dist.												
Elementary schools..	469	407	876	69	53	122	....	1	1	....		
Secondary schools..	40	65	105	..	1	1	16	20	36	....		
Total.....	509	472	981	69	54	123	16	21	37	....		
2d sup'v'y dist.												
Elementary schools..	568	558	1 126	55	51	106	1	....	1	....		
Secondary schools..	51	53	104	1	1	2	9	6	15	....		
Total.....	619	611	1 230	56	52	108	10	6	16	....		
3d sup'v'y dist.												
Elementary schools..	602	621	1 223	53	76	129	12	7	19	....		
Secondary schools..	59	80	139	4	1	5	16	7	23	....		
Total.....	661	701	1 362	57	77	134	28	14	42	....		
Ulster co., 1st sup'v'y dist.												
Elementary schools..	1 468	1 479	2 947	99	66	165	3	....	3	....		
Secondary schools..	23	47	70	....	....	....	2	15	17	....	1	1
Total.....	1 491	1 526	3 017	99	66	165	5	15	20	....	1	1
2d sup'v'y dist.												
Elementary schools..	1 931	1 794	3 725	170	175	345	9	15	24	....		
Secondary schools..	35	68	103	....	4	4	....	5	5	....		
Total.....	1 966	1 862	3 828	170	179	349	9	20	29	....		
3d sup'v'y dist.												
Elementary schools..	1 299	1 303	2 602	68	71	139	4	5	9	....		
Secondary schools..	66	80	146	....	....	....	16	25	41	....		
Total.....	1 365	1 383	2 748	68	71	139	20	30	50	....		
4th sup'v'y dist.												
Elementary schools..	817	800	1 617	44	35	79	1	....	1	....		
Secondary schools..	....	....	....	....	....	....	....	....	....	....		
Total.....	817	800	1 617	44	35	79	1	....	1	....		
Warren co., 1st sup'v'y dist.												
Elementary schools..	761	752	1 513	79	72	151	....	....	....	....		
Secondary schools..	47	75	122	1	2	3	6	17	23	....	1	1
Total.....	808	827	1 635	80	74	154	6	17	23	....	1	1
2d sup'v'y dist.												
Elementary schools..	516	516	1 032	41	55	96	2	1	3	....		
Secondary schools..	10	8	18	....	....	....	2	....	2	....		
Total.....	526	524	1 050	41	55	96	4	1	5	....		
3d sup'v'y dist.												
Elementary schools..	407	446	853	36	35	71	....	2	2	....		
Secondary schools..	21	19	40	....	....	....	8	4	12	....		
Total.....	428	465	893	36	35	71	8	6	14	....		
Washington co., 1st sup'v'y dist.												
Elementary schools..	902	924	1 826	34	49	83	....	1	1	....		
Secondary schools..	41	65	106	2	....	2	6	12	18	....		
Total.....	943	989	1 932	36	49	85	6	13	19	....		
2d sup'v'y dist.												
Elementary schools..	1 538	1 579	3 117	87	83	170	1	1	2	....		
Secondary schools..	145	248	393	2	4	6	15	34	49	....		
Total.....	1 683	1 827	3 510	89	87	176	16	35	51	....		

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
55 634	47 773	103 407	.....	44	44	328	270	598	.....	.....	.....
6 101	9 588	15 689	2 073	3 454	5 527	32	50	82	11	18	29
61 735	57 361	119 096	2 073	3 495	5 571	360	320	680	11	18	29
68 781	64 578	133 359	75	.....	75	402	379	781	.....	1	1
7 433	7 813	15 246	837	1 449	2 286	39	41	80	4	7	11
76 214	72 391	148 605	912	1 449	2 361	441	420	861	4	8	12
72 098	72 377	144 475	1 772	573	2 345	435	428	863	10	3	13
8 512	12 866	21 378	2 258	1 081	3 339	46	70	116	12	6	18
80 610	85 243	165 853	4 030	1 654	5 684	481	498	979	22	9	31
184 261	184 298	368 559	270	.....	270	1 030	1 003	2 033	1	.....	1
2 923	7 299	10 222	218	2 364	2 582	15	38	53	.....	12	13
187 184	191 597	378 781	488	2 364	2 852	1 045	1 041	2 086	2	12	14
226 694	210 317	437 011	1 177	2 417	3 594	1 267	1 153	2 420	6	8	14
3 936	9 977	13 913	.....	849	849	21	54	75	.....	5	5
230 630	220 294	450 924	1 177	3 266	4 443	1 288	1 207	2 495	6	13	19
146 375	150 461	296 836	432	272	704	865	864	1 729	2	2	4
10 020	12 113	22 133	2 112	3 481	5 593	53	64	117	11	18	29
156 395	162 574	318 969	2 544	3 753	6 297	918	928	1 846	13	20	33
93 506	92 214	185 720	10	.....	10	543	528	1 071	.....	.....	.....
93 506	92 214	185 720	10	.....	10	543	528	1 071	.....	.....	.....
89 416	85 143	174 559	.....	.....	.....	515	489	1 004	.....	.....	.....
7 022	11 264	18 286	803	2 094	2 897	37	60	97	5	11	16
96 438	96 407	192 845	803	2 094	2 897	552	549	1 101	5	11	16
54 301	53 986	108 287	124	32	156	346	335	681	.....	1	1
1 624	1 033	2 657	205	.....	205	9	6	15	1	.....	1
55 925	55 019	110 944	329	32	361	355	341	696	1	1	2
39 470	42 642	82 112	.....	71	71	270	293	563	.....	1	1
3 137	3 009	6 146	1 189	649	1 838	17	16	33	6	4	10
42 607	45 651	88 258	1 189	720	1 909	287	309	596	6	5	11
116 246	119 677	235 923	8	.....	8	650	659	1 309	.....	.....	.....
6 333	10 253	16 586	797	2 027	2 824	33	53	86	4	11	15
122 579	129 930	252 509	805	2 027	2 832	683	712	1 395	4	11	15
213 931	210 632	424 613	36	164	200	1 203	1 173	2 376	1	1	2
22 375	38 915	61 290	1 775	5 013	6 788	118	206	324	9	26	32
236 356	249 547	485 903	1 811	5 177	6 988	1 321	1 379	2 700	10	27	35

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Washington co. (concl'd)												
3d sup'y'y dist.												
Elementary schools..	1 245	1 140	2 385	58	64	122	1	.....	1	.....	.....	.....
Secondary schools...	108	134	242	2	1	3	20	20	40	1	.....	1
Total .....	1 353	1 274	2 627	60	65	125	21	20	41	1	.....	1
4th sup'y'y dist.												
Elementary schools..	656	603	1 259	32	28	60	2	.....	2	.....	.....	.....
Secondary schools...	69	87	156	.....	.....	.....	8	29	37	.....	.....	.....
Total .....	725	690	1 415	32	28	60	10	29	39	.....	.....	.....
Wayne co., 1st sup'y'y dist.												
Elementary schools..	1 728	1 585	3 313	178	131	309	3	.....	3	.....	.....	.....
Secondary schools...	178	230	408	10	7	17	43	44	87	.....	2	2
Total .....	1 906	1 815	3 721	188	138	326	46	44	90	.....	2	2
2d sup'y'y dist.												
Elementary schools..	701	680	1 381	75	90	165	.....	.....	.....	.....	.....	.....
Secondary schools...	59	71	130	1	5	6	14	24	38	.....	2	2
Total .....	760	751	1 511	76	95	171	14	24	38	.....	2	2
3d sup'y'y dist.												
Elementary schools..	1 051	1 029	2 080	125	114	239	3	1	4	.....	.....	.....
Secondary schools...	62	127	189	.....	4	4	18	13	31	.....	.....	.....
Total .....	1 113	1 156	2 269	125	118	243	21	14	35	.....	.....	.....
4th sup'y'y dist.												
Elementary schools..	1 034	965	2 049	127	114	241	1	3	4	.....	.....	.....
Secondary schools...	68	100	168	1	.....	1	11	18	29	.....	.....	.....
Total .....	1 152	1 065	2 217	128	114	242	12	21	33	.....	.....	.....
Westchester co., 1st sup'y'y dist.												
Elementary schools..	5 158	4 957	10 115	282	239	521	1	2	3	.....	.....	.....
Secondary schools...	408	533	941	8	6	14	38	42	80	.....	.....	.....
Total .....	5 566	5 490	11 056	290	245	535	39	44	83	.....	.....	.....
2d sup'y'y dist.												
Elementary schools..	2 637	2 508	5 145	205	204	409	1	1	2	.....	.....	.....
Secondary schools...	186	295	481	5	5	10	15	31	46	.....	.....	.....
Total .....	2 823	2 803	5 626	210	209	419	16	32	48	.....	.....	.....
3d sup'y'y dist.												
Elementary schools..	1 596	1 594	3 190	115	131	246	.....	.....	.....	1	.....	1
Secondary schools...	123	172	295	2	1	3	18	21	39	.....	.....	.....
Total .....	1 719	1 766	3 485	117	132	249	18	21	39	1	.....	1
4th sup'y'y dist.												
Elementary schools..	2 205	2 141	4 346	146	136	282	.....	1	1	.....	.....	.....
Secondary schools...	107	189	296	2	6	8	12	21	33	1	.....	1
Total .....	2 312	2 330	4 642	148	142	290	12	22	34	1	.....	1
Wyoming co., 1st sup'y'y dist.												
Elementary schools..	703	672	1 375	96	75	171	2	2	4	.....	1	1
Secondary schools...	46	61	107	3	2	5	7	5	12	.....	.....	.....
Total .....	749	733	1 482	99	77	176	9	7	16	.....	1	1
2d sup'y'y dist.												
Elementary schools..	1 000	974	1 974	62	69	131	.....	.....	.....	.....	.....	.....
Secondary schools...	115	153	268	2	.....	2	20	31	51	.....	.....	.....
Total .....	1 115	1 127	2 242	64	69	133	20	31	51	.....	.....	.....

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
157 290	142 611	299 901	9	.....	9	884	796	1 680	..	..	.....
16 059	19 368	35 427	2 746	2 896	5 642	86	103	189	14	15	29
173 349	161 979	335 328	2 755	2 896	5 651	970	899	1 869	14	15	29
84 796	78 245	163 041	202	.....	202	493	449	942	2	..	2
9 872	14 533	24 455	1 088	4 740	5 828	52	77	129	6	25	31
94 668	92 828	187 496	1 290	4 740	6 030	545	526	1 071	8	25	33
243 381	230 728	474 109	370	.....	370	1 330	1 258	2 588	3	.....	3
25 863	35 980	61 843	6 751	6 841	13 592	135	187	322	36	36	72
269 244	266 708	535 952	7 121	6 841	13 962	1 465	1 445	2 910	39	36	75
81 684	79 804	161 488	.....	.....	.....	462	443	905	.....	.....	.....
9 053	11 687	20 740	1 726	2 904	4 630	47	61	108	9	15	24
90 737	91 491	182 228	1 726	2 904	4 630	509	504	1 013	9	15	24
125 059	123 189	248 248	368	586	954	713	710	1 423	3	5	8
9 825	19 371	29 196	2 067	1 459	3 526	52	101	153	11	8	19
134 884	142 560	277 444	2 435	2 045	4 480	765	811	1 576	14	13	27
123 211	110 098	233 309	6	160	166	708	633	1 341	.....	1	1
9 646	15 461	25 107	1 688	2 367	4 055	51	82	133	9	12	21
132 857	125 559	258 416	1 694	2 527	4 221	759	715	1 474	9	13	22
739 774	708 637	1 448 411	6	144	150	3 918	3 751	7 669	.....	.....	.....
60 542	78 632	139 224	5 546	6 202	11 748	318	414	732	29	33	62
800 316	787 319	1 587 635	5 552	6 346	11 898	4 236	4 105	8 401	29	33	62
361 772	328 239	690 011	53	180	233	1 934	1 751	3 685	1	.....	1
28 868	45 358	74 226	2 146	4 696	6 842	155	242	397	12	25	37
390 640	373 597	764 237	2 199	4 876	7 075	2 089	1 993	4 082	13	25	38
218 612	220 535	439 147	153	.....	153	1 184	1 196	2 380	1	.....	1
19 039	27 379	46 418	2 437	2 594	5 031	102	147	249	13	14	27
237 651	247 914	485 565	2 590	2 594	5 184	1 286	1 343	2 629	14	14	28
296 554	286 063	582 617	.....	63	63	1 611	1 548	3 159	.....	.....	.....
16 743	28 035	44 778	1 812	2 898	4 710	92	153	245	10	16	26
313 297	314 098	627 395	1 812	2 961	4 773	1 703	1 701	3 404	10	16	26
76 741	76 141	152 882	24	287	311	452	452	904	1	2	3
6 834	9 055	15 889	1 049	500	1 549	37	48	85	6	3	9
83 575	85 196	168 771	1 073	787	1 860	439	500	989	7	5	12
121 963	122 400	244 363	.....	.....	.....	705	703	1 408	.....	.....	.....
17 473	24 823	42 296	3 382	4 972	8 354	92	131	223	17	26	43
139 436	147 223	286 659	3 382	4 972	8 354	797	834	1 631	17	26	43

TABLE 4  
Registration and

SUPERVISORY DISTRICTS	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Wyoming co. (concluded)												
3d sup'y'y dist.												
Elementary schools.	1 009	996	2 005	91	110	201	2	2	4			
Secondary schools..	64	136	200				13	33	46			
Total.....	1 073	1 132	2 205	91	110	201	15	35	50			
Yates co., 1st sup'y'y dist.												
Elementary schools.	990	987	1 977	114	104	218	3	2	5			
Secondary schools..	109	160	269	1	1	2	19	33	52			
Total.....	1 099	1 147	2 246	115	105	220	22	35	57			
2d sup'y'y dist.												
Elementary schools.	528	558	1 086	49	71	120						
Secondary schools..	27	32	59				1	4	5			
Total.....	555	590	1 145	49	71	120	1	4	5			
CITIES												
Albany												
Elementary schools.	5 576	5 367	10 943	190	186	376						
Secondary schools..	595	744	1 339	2	4	6	20	9	29			
Total.....	6 171	6 111	12 282	192	190	382	20	9	29			
Amsterdam												
Elementary schools.	1 464	1 426	2 890									
Secondary schools..	148	217	365	2	1	3	13	34	47			
Total.....	1 612	1 643	3 255	2	1	3	13	34	47			
Auburn												
Elementary schools.	1 658	1 553	3 211	71	52	123	1	2	3			
Secondary schools..	231	254	485	1	1	2	45	52	97			
Total.....	1 889	1 807	3 696	72	53	125	46	54	100			
Binghamton												
Elementary schools..	3 533	3 374	6 907	115	110	225	6	3	9			
Secondary schools..	349	394	743	9	6	15	95	96	191			
Total.....	3 882	3 768	7 650	124	116	240	101	99	200	2	2	4
Buffalo												
Elementary schools.	26 045	25 704	51 749	459	444	903	26	18	44	19	14	33
Secondary schools..	1 950	1 909	3 859	4	9	13	319	237	556	2		2
Total.....	27 995	27 613	55 608	463	453	916	345	255	600	21	14	35
Cohoes												
Elementary schools..	983	863	1 846	47	31	78						
Secondary schools..	73	87	160	3	4	7	8	15	23			
Total.....	1 056	950	2 006	50	35	85	8	15	23			
Corning												
Elementary schools.	384	474	858	28	41	69		1	1			
Secondary schools..	135	134	269	1	3	4	14	31	45			
Total.....	519	608	1 127	29	44	73	14	32	46			
Cortland												
Elementary schools..	704	678	1 382									
Secondary schools..	103	136	239				29	42	71			
Total.....	807	814	1 621				29	42	71			
Dunkirk												
Elementary schools..	1 057	974	2 031	20	15	35	2	2	4			
Secondary schools..	128	117	245	4	1	5	25	24	49			
Total.....	1 185	1 091	2 276	24	16	40	27	26	53			

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
129 001	128 998	257 999	33	133	166	737	722	1 459	1	1	1
8 812	22 156	30 968	2 397	5 250	7 647	46	117	163	13	28	41
137 813	151 154	288 967	2 430	5 383	7 813	783	839	1 622	13	29	42
120 705	128 217	248 922	60	168	228	677	678	1 355	14	1	1
16 464	26 106	42 570	2 719	4 761	7 480	85	136	221	14	25	39
137 169	154 323	291 492	2 779	4 929	7 708	762	814	1 576	14	26	40
61 002	61 616	122 618	..	..	..	358	363	721	..	..	..
4 569	4 513	9 082	165	732	897	23	23	46	1	4	5
65 571	66 129	131 700	165	732	897	381	386	767	1	4	5
802 865	778 015	1 580 880	..	..	..	4 316	4 183	8 499	..	..	..
85 028	117 865	202 893	3 235	1 100	4 335	457	634	1 091	17	6	23
887 893	895 880	1 783 773	3 235	1 100	4 335	4 773	4 817	9 590	17	6	23
244 655	232 878	477 533	..	..	..	1 288	1 226	2 514	..	..	..
20 646	27 625	48 271	2 126	5 724	7 850	109	135	244	11	30	41
265 301	260 503	525 804	2 126	5 724	7 850	1 397	1 361	2 758	11	30	41
262 821	246 258	509 079	17	363	380	1 405	1 317	2 722	..	2	2
38 317	42 574	80 891	6 967	8 341	15 308	207	230	437	38	45	83
301 138	288 832	589 970	6 984	8 704	15 688	1 612	1 547	3 159	38	47	85
565 326	526 507	1 091 833	691	472	1 163	2 914	2 714	5 628	4	2	6
53 585	63 436	117 021	14 276	15 865	30 141	276	327	603	74	82	156
618 911	589 943	1 208 854	14 967	16 337	31 304	3 190	3 041	6 231	78	84	162
3 849 970	3 788 790	7 638 760	3 420	2 470	5 890	20 263	19 941	40 204	18	13	31
289 807	294 143	583 950	46 533	36 517	83 100	1 538	1 566	3 104	247	194	441
4 139 777	4 082 933	8 222 710	50 003	38 987	88 990	21 801	21 507	43 308	265	207	472
141 521	125 907	267 428	..	..	..	749	666	1 415	..	..	..
11 620	13 871	25 491	1 140	1 659	2 799	61	73	134	6	9	15
153 141	139 778	292 919	1 140	1 659	2 799	810	739	1 549	6	9	15
54 248	65 888	120 136	..	94	94	292	354	646	..	1	1
20 923	22 156	43 084	2 271	4 819	7 090	113	119	232	12	26	38
75 176	88 044	163 220	2 271	4 913	7 184	405	473	878	12	27	39
98 069	111 473	209 542	..	..	..	519	590	1 109	..	..	..
17 988	23 875	41 863	2 649	3 881	6 530	95	126	221	14	21	35
116 087	135 348	251 435	2 649	3 881	6 530	614	716	1 330	14	21	35
164 651	146 521	311 172	73	278	351	862	767	1 629	..	1	1
19 236	19 794	39 030	2 838	3 242	6 080	101	104	205	15	17	32
133 887	166 315	300 202	2 911	3 520	6 431	963	871	1 834	15	18	33

TABLE 4  
Registration and

CITIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Elmira												
Elementary schools..	2,084	1,929	4,013	69	73	142	...	...	...	...	...	...
Secondary schools..	410	455	865	4	1	5	29	18	47	...	...	...
Total.....	2,494	2,384	4,878	73	74	147	29	18	47	...	...	...
Fulton												
Elementary schools..	882	869	1,751	43	42	85	3	1	4	...	...	...
Secondary schools..	132	183	315	3	3	6	35	18	53	...	...	...
Total.....	1,014	1,052	2,066	46	45	91	38	19	57	...	...	...
Geneva												
Elementary schools..	587	557	1,144	38	27	65	...	...	...	...	...	...
Secondary schools..	153	200	353	2	6	8	60	44	104	...	...	...
Total.....	740	757	1,497	40	33	73	60	44	104	...	...	...
Glens Falls												
Elementary schools..	645	684	1,329	13	19	32	...	...	...	...	...	...
Secondary schools..	89	140	229	...	2	2	14	25	39	...	2	2
Total.....	734	824	1,558	13	21	34	14	25	39	...	2	2
Gloversville												
Elementary schools..	1,427	1,307	2,734	65	56	121	1	...	1	...	...	...
Secondary schools..	189	228	417	...	...	...	19	30	49	...	1	1
Total.....	1,616	1,535	3,151	65	56	121	20	30	50	...	1	1
Hornell												
Elementary schools..	801	902	1,703	50	65	115	...	3	3	...	...	...
Secondary schools..	146	228	374	4	2	6	22	37	59	...	...	...
Total.....	947	1,130	2,077	54	67	121	22	40	62	...	...	...
Hudson												
Elementary schools..	628	574	1,202	36	41	77	...	...	...	...	...	...
Secondary schools..	64	84	148	2	1	3	18	26	44	...	...	...
Total.....	692	658	1,350	38	42	80	18	26	44	...	...	...
Ithaca												
Elementary schools..	923	1,029	1,952	...	...	...	1	...	1	...	...	...
Secondary schools..	260	278	538	...	...	...	50	26	76	...	...	...
Total.....	1,183	1,307	2,490	...	...	...	51	26	77	...	...	...
Jamestown												
Elementary schools..	2,644	2,625	5,269	69	64	133	2	3	5	...	...	...
Secondary schools..	289	411	700	2	5	7	45	80	125	...	...	...
Total.....	2,933	3,036	5,969	71	69	140	47	83	130	...	...	...
Johnstown												
Elementary schools..	760	679	1,439	32	25	57	...	...	...	...	...	...
Secondary schools..	129	157	286	1	1	2	31	19	50	...	1	1
Total.....	889	836	1,725	33	26	59	31	19	50	...	1	1
Kingston												
Elementary schools..	1,674	1,655	3,329	87	82	169	...	...	...	...	...	...
Secondary schools..	274	349	623	4	2	6	35	65	100	...	...	...
Total.....	1,948	2,004	3,952	91	84	175	35	65	100	...	...	...
Lackawanna												
Elementary schools..	715	686	1,401	19	29	48	...	...	...	...	...	...
Secondary schools..	38	45	83	...	2	2	3	10	13	...	1	1
Total.....	753	731	1,484	19	31	50	3	10	13	...	1	1
Little Falls												
Elementary schools..	565	553	1,118	3	2	5	...	...	...	...	...	...
Secondary schools..	123	112	235	3	1	4	5	17	22	...	...	...
Total.....	688	665	1,353	6	3	9	5	17	22	...	...	...



(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
324 386	297 224	621 610	...	...	...	1 707	1 564	3 271	...	...	...
67 687	69 653	137 340	4 232	3 226	7 458	356	367	723	22	17	39
392 073	366 877	758 950	4 232	3 226	7 458	2 063	1 931	3 994	22	17	39
138 138	137 410	275 548	556	184	740	723	719	1 442	3	1	4
21 301	27 721	49 022	4 988	2 950	7 938	112	145	257	26	15	41
159 439	165 131	324 570	5 544	3 134	8 678	835	864	1 699	29	16	45
88 896	82 086	170 982	...	...	...	465	430	895	...	...	...
23 633	35 616	59 249	9 748	7 058	16 806	124	186	310	51	37	88
112 529	117 702	230 231	9 748	7 058	16 806	589	616	1 205	51	37	88
97 622	101 631	199 303	...	...	...	525	547	1 072	...	...	...
14 348	21 704	36 052	1 808	3 548	5 356	77	117	194	10	19	29
111 970	123 355	235 355	1 808	3 548	5 356	602	664	1 266	10	19	29
226 215	206 205	432 420	184	...	184	1 178	1 074	2 252	1	...	1
26 448	35 040	61 488	2 181	2 230	4 411	138	183	321	11	12	23
252 663	241 245	493 908	2 365	2 230	4 595	1 316	1 257	2 573	12	12	24
130 179	143 383	273 562	...	210	210	682	751	1 433	...	1	1
24 480	37 846	62 326	3 750	5 370	9 120	130	200	330	20	28	48
154 659	181 229	335 888	3 750	5 580	9 330	812	951	1 763	20	29	49
94 702	84 208	178 910	...	...	...	496	441	937	...	...	...
9 941	12 610	22 551	2 037	3 811	5 848	52	66	118	11	20	31
104 643	96 813	201 461	2 037	3 811	5 848	548	507	1 055	11	20	31
129 757	138 628	268 385	20	...	20	662	707	1 369	...	...	...
38 897	42 216	81 113	9 600	4 992	14 592	198	215	413	49	25	74
168 654	180 844	349 498	9 620	4 992	14 612	860	922	1 782	49	25	74
415 595	407 041	822 636	...	...	...	2 176	2 131	4 307	...	...	...
42 732	61 703	104 435	6 683	12 647	19 330	234	337	571	37	69	106
458 327	468 744	927 071	6 683	12 647	19 330	2 410	2 468	4 878	37	69	106
125 874	111 077	236 951	...	...	...	662	585	1 247	...	...	...
19 434	22 932	42 366	4 681	2 376	7 057	102	121	223	25	13	38
145 308	134 009	279 317	4 681	2 376	7 057	764	706	1 470	25	13	38
266 834	259 541	526 375	...	...	...	1 383	1 345	2 728	...	...	...
36 532	53 235	89 817	5 030	9 650	14 680	192	279	471	26	50	76
303 416	312 776	616 192	5 030	9 650	14 680	1 575	1 624	3 199	26	50	76
98 456	88 805	187 261	...	...	...	515	465	980	...	...	...
5 355	6 128	11 483	342	1 505	1 847	28	32	60	2	8	10
103 811	94 933	198 744	342	1 505	1 847	543	497	1 040	2	8	10
79 172	76 873	156 045	...	...	...	426	413	839	...	...	...
17 726	15 674	33 400	670	1 414	2 084	97	86	183	4	8	12
96 898	92 547	189 445	670	1 414	2 084	523	499	1 022	4	8	12

TABLE 4  
Registration and

CITIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Lockport												
Elementary schools..	1 377	1 320	2 697	72	64	136	3	.....	3	2	.....	2
Secondary schools...	135	140	275	1	2	3	30	33	63	.....	.....	.....
Total.....	1 512	1 460	2 972	73	66	139	33	33	66	2	.....	2
Middletown												
Elementary schools..	1 098	1 183	2 281	54	71	125	1	.....	1	.....	.....	.....
Secondary schools...	139	147	286	1	1	2	25	44	69	.....	.....	.....
Total.....	1 237	1 330	2 567	55	72	127	26	44	70	.....	.....	.....
Mount Vernon												
Elementary schools..	2 855	2 727	5 582	139	129	268	3	5	8	.....	.....	.....
Secondary schools...	342	415	757	4	1	5	33	64	97	.....	.....	.....
Total ..	3 197	3 142	6 339	143	130	273	36	69	105	.....	.....	.....
New Rochelle												
Elementary schools..	2 472	2 281	4 753	63	48	111	2	3	5	.....	.....	.....
Secondary schools...	282	296	578	2	2	4	28	31	59	.....	1	1
Total .....	2 754	2 577	5 331	65	50	115	30	34	64	.....	1	1
New York												
Elementary schools..	360 620	353 092	713 712	2 504	2 240	4 744	25	100	125	14	24	38
Secondary schools..	24 136	28 252	52 388	252	145	397	1 988	2 412	4 400	23	21	44
Total .....	384 756	381 344	766 100	2 756	2 385	5 141	2 013	2 512	4 525	37	45	82
Newburgh												
Elementary schools..	1 997	1 848	3 845	72	63	135	.....	.....	.....	.....	.....	.....
Secondary schools...	185	259	444	1	.....	1	22	16	38	.....	.....	.....
Total.....	2 182	2 107	4 289	73	63	136	22	16	38	.....	.....	.....
Niagara Falls												
Elementary schools..	2 288	2 165	4 453	154	144	298	.....	2	2	.....	.....	.....
Secondary schools...	274	323	597	3	3	6	32	57	89	.....	.....	.....
Total.....	2 562	2 488	5 050	157	147	304	32	59	91	.....	.....	.....
North Tonawanda												
Elementary schools..	922	851	1 773	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary schools...	106	89	195	.....	.....	.....	24	12	36	.....	.....	.....
Total .....	1 028	940	1 968	.....	.....	.....	24	12	36	.....	.....	.....
Ogdensburg												
Elementary schools..	794	759	1 553	27	36	63	2	.....	2	.....	.....	.....
Secondary schools...	85	98	183	1	1	2	36	50	86	.....	1	1
Total.....	879	857	1 736	28	37	65	38	50	88	.....	1	1
Olean												
Elementary schools..	1 282	1 343	2 625	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary schools...	161	173	334	41	19	60	31	51	82	.....	.....	.....
Total.....	1 443	1 516	2 959	41	19	60	31	51	82	.....	.....	.....
Oneida												
Elementary schools..	591	615	1 206	52	49	101	.....	.....	.....	.....	.....	.....
Secondary schools...	94	136	230	1	4	5	12	17	29	.....	.....	.....
Total.....	685	751	1 436	53	53	106	12	17	29	.....	.....	.....
Oneonta												
Elementary schools..	633	609	1 242	20	18	38	1	1	2	.....	.....	.....
Secondary schools...	101	145	246	2	2	4	25	40	65	.....	2	.....
Total.....	734	754	1 488	22	20	42	26	41	67	.....	2	.....
Oswego												
Elementary schools..	1 403	1 394	2 797	188	155	343	.....	.....	.....	.....	.....	.....
Secondary schools...	270	403	673	88	41	79	32	46	78	.....	.....	.....
Total.....	1 673	1 797	3 470	226	196	422	32	46	78	.....	.....	.....

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
197 091	186 063	383 154	262	.....	262	1 048	990	2 038	1	.....	1
20 577	21 107	41 684	4 569	5 296	9 865	1 109	1 112	2 221	24	28	52
217 668	207 170	424 838	4 831	5 296	10 127	1 157	1 102	2 259	25	28	53
169 614	171 426	341 040	19	.....	19	907	917	1 824	.....	.....	.....
21 291	22 587	43 878	2 378	6 017	8 395	114	121	235	13	32	45
190 905	194 013	384 918	2 397	6 017	8 414	1 021	1 038	2 059	13	32	45
435 777	417 431	853 208	370	418	788	2 294	2 197	4 491	2	2	4
50 437	60 786	111 273	4 544	7 680	12 224	266	320	586	24	40	64
486 264	478 217	964 481	4 914	8 098	13 012	2 560	2 517	5 077	26	42	68
318 251	330 950	649 201	113	88	201	1 720	1 789	3 509	1	.....	1
40 134	39 849	79 983	3 733	4 267	8 000	222	220	442	21	24	45
358 385	370 799	729 184	3 846	4 355	8 201	1 942	2 009	3 951	22	24	46
56 855 999	55 281 853	112 137 852	2 487	14 118	16 605	296 699	288 487	585 186	13	74	87
2 977 135	3 328 833	6 306 018	239 724	373 638	613 362	15 540	17 379	32 919	1 251	1 949	3 200
59 833 184	58 610 686	118 443 870	242 211	387 756	629 967	312 239	305 866	618 105	1 264	2 023	3 287
307 415	296 270	603 685	.....	.....	.....	1 627	1 568	3 195	.....	.....	.....
30 440	42 651	73 091	3 616	2 424	6 040	161	226	387	19	13	32
337 855	338 921	676 776	3 616	2 424	6 040	1 788	1 794	3 582	19	13	32
353 255	332 219	685 474	.....	128	128	1 830	1 721	3 551	.....	1	1
41 747	51 695	93 442	4 078	8 815	12 893	216	268	484	21	46	67
395 002	383 914	778 916	4 078	8 943	13 021	2 046	1 989	4 035	21	47	68
139 022	122 283	261 305	.....	.....	.....	720	633	1 353	.....	.....	.....
16 594	13 709	30 303	3 953	1 981	5 934	86	71	157	20	10	30
155 616	135 992	291 608	3 953	1 981	5 934	806	704	1 510	20	10	30
126 227	120 128	246 355	205	.....	205	674	641	1 315	1	.....	1
13 786	15 744	29 530	5 572	7 649	13 221	73	84	157	30	41	71
140 013	135 872	275 885	5 777	7 649	13 426	747	725	1 472	31	41	72
197 612	202 453	400 065	.....	.....	.....	1 040	1 066	2 106	.....	.....	.....
25 576	27 306	52 882	4 705	7 296	12 001	137	146	283	25	39	64
223 188	229 759	452 947	4 705	7 296	12 001	1 177	1 212	2 389	25	39	64
90 586	97 356	187 942	.....	.....	.....	479	515	994	.....	.....	.....
13 457	22 570	36 027	1 816	1 547	3 363	71	119	190	10	8	18
104 043	119 926	223 969	1 816	1 547	3 363	550	634	1 184	10	8	18
85 370	77 366	162 736	108	172	280	459	416	875	1	1	2
15 536	22 220	37 756	3 413	5 772	9 185	84	120	204	13	31	49
100 906	99 586	200 492	3 521	5 044	9 465	543	536	1 079	19	32	51
190 912	185 622	376 534	.....	.....	.....	1 005	977	1 982	.....	.....	.....
37 974	52 391	90 365	4 047	6 939	10 986	201	277	478	21	37	58
228 886	238 013	466 899	4 047	6 939	10 986	1 206	1 254	2 460	21	37	58

TABLE 4  
Registration and

CITIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Plattsburg												
Elementary schools..	702	674	1 376	23	18	41	2	2				
Secondary schools ..	65	71	136	1		1	23	36	59			
Total.....	767	745	1 512	24	18	42	23	38	61			
Port Jervis												
Elementary schools ..	665	736	1 401	24	13	37						
Secondary schools ..	117	188	305		2	2	14	10	24			
Total.....	782	924	1 706	24	15	39	14	10	24			
Poughkeepsie												
Elementary schools..	1 847	1 824	3 671	67	66	133						
Secondary schools..	280	324	604	3	3	6	31	41	72			
Total.....	2 127	2 148	4 275	70	69	139	31	41	72			
Rensselaer												
Elementary schools..	702	723	1 425	38	56	94						
Secondary schools..	65	105	170	3		3	4	13	17			
Total.....	767	828	1 595	41	56	97	4	13	17			
Rochester												
Elementary schools	12 636	12 355	24 991	415	394	809						
Secondary schools ..	915	1 206	2 121	70	115	185	215	129	344	1		1
Total.....	13 551	13 561	27 112	485	509	994	215	129	344	1		1
Rome												
Elementary schools..	1 062	1 024	2 086	34	44	78						
Secondary schools..	144	189	333		1	1	35	32	67	1		1
Total.....	1 206	1 213	2 419	34	45	79	35	32	67	1		1
Schenectady												
Elementary schools..	5 239	4 975	10 214	136	175	311		2	2			
Secondary schools..	432	481	913	7	9	16	83	74	157	1		1
Total.....	5 671	5 456	11 127	143	184	327	83	76	159	1		1
Syracuse												
Elementary schools..	9 509	9 143	18 652	283	276	559	3	5	8	11	7	18
Secondary schools..	1 011	1 189	2 200	3	4	7	185	218	403	5	4	9
Total.....	10 520	10 332	20 852	286	280	566	188	223	411	16	11	27
Tonawanda												
Elementary schools ..	632	604	1 236	20	21	41	1		1			
Secondary schools..	94	123	217				19	15	34			
Total.....	726	727	1 503	20	21	41	20	15	35			
Troy												
Elementary schools..	3 163	2 873	6 036	107	97	204	2		2			
Secondary schools..	271	262	533	1	3	4	23	44	67	1		1
Total.....	3 434	3 135	6 569	108	100	208	25	44	69	1		1
Utica												
Elementary schools..	5 436	5 597	11 033	204	220	424	3		3			
Secondary schools..	444	503	947		2	2	24	55	79			
Total.....	5 980	6 100	12 080	204	222	426	27	55	82			
Watertown												
Elementary schools..	2 217	2 191	4 408	86	96	182	1		1	1		1
Secondary schools..	200	294	494	1	1	2	86	112	198	1		1
Total.....	2 417	2 485	4 902	87	97	184	87	112	199	2		2
Watervliet												
Elementary schools..	837	818	1 655	38	58	96						
Secondary schools..	89	133	222	4	7	11	12	15	27	1	1	2
Total.....	926	951	1 877	42	65	107	12	15	27	1	1	2

(continued)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
108 206	101 576	209 782	...	174	174	570	535	1 105	..	1	1
10 331	10 690	21 011	3 053	5 389	8 442	55	37	112	16	23	45
118 537	112 256	230 793	3 053	5 563	8 616	625	592	1 217	16	30	46
109 677	114 732	224 409	...	...	...	571	598	1 169	...	...	...
18 571	30 796	49 367	829	733	1 562	97	160	257	4	4	8
128 248	145 523	273 776	829	733	1 562	663	753	1 426	4	4	8
278 225	274 085	552 310	...	...	...	1 449	1 428	2 877	...	...	...
46 608	53 972	100 580	5 436	6 412	11 848	243	231	524	23	33	61
324 533	323 057	652 890	5 436	6 412	11 848	1 692	1 709	3 401	28	33	61
101 078	100 032	201 158	...	...	...	546	541	1 037	...	...	...
8 644	16 022	24 666	499	1 939	2 438	47	87	134	3	10	13
109 720	116 104	225 824	499	1 939	2 438	593	623	1 221	3	10	13
1 840 139	1 751 380	3 591 519	...	...	...	9 736	9 267	19 003	...	...	...
145 907	191 610	337 517	28 394	17 304	45 698	772	1 014	1 786	150	92	242
1 986 046	1 042 990	3 929 036	28 394	17 304	45 698	10 508	10 231	20 739	150	92	242
162 039	151 657	313 696	...	...	...	862	807	1 669	...	...	...
23 629	30 403	53 932	5 117	4 720	9 837	125	162	287	27	25	52
185 568	182 060	367 628	5 117	4 720	9 837	987	969	1 956	27	25	52
828 242	771 110	1 599 352	...	357	357	4 359	4 058	8 417	...	2	2
62 973	73 625	136 598	12 254	11 052	23 306	330	385	715	64	53	122
891 215	844 735	1 735 950	12 254	11 409	23 663	4 689	4 443	9 132	64	60	124
1 371 951	1 340 766	2 712 717	189	1 323	1 512	7 259	7 094	14 353	1	7	8
154 629	193 940	348 569	31 584	33 486	65 070	818	1 026	1 844	167	177	344
1 526 580	1 534 706	3 061 286	31 773	34 809	66 582	8 077	8 120	16 197	168	184	352
104 435	89 520	193 955	128	...	128	547	469	1 016	1	...	1
14 735	20 149	34 884	2 648	2 179	4 827	77	106	183	14	11	25
119 170	109 669	228 839	2 776	2 179	4 955	624	575	1 199	15	11	26
453 534	411 860	865 394	111	...	111	2 425	2 202	4 627	1	...	1
42 550	43 784	86 334	4 108	7 732	11 840	228	234	462	22	41	63
496 084	455 644	951 728	4 219	7 732	11 951	2 653	2 436	5 089	23	41	64
735 898	706 386	1 442 284	41	...	41	3 894	3 738	7 632	...	...	...
67 434	77 322	144 756	4 326	10 023	14 349	359	411	770	23	53	76
803 332	783 708	1 587 040	4 367	10 023	14 390	4 253	4 149	8 402	23	53	76
354 968	340 531	695 499	161	...	161	1 868	1 792	3 660	1	...	1
29 487	46 497	75 984	9 440	14 786	24 226	155	245	400	50	78	128
384 455	387 028	771 483	9 601	14 786	24 387	2 023	2 037	4 060	51	78	129
124 605	119 692	244 297	...	...	...	666	640	1 306	...	...	...
13 939	21 611	35 550	1 514	2 492	4 006	75	116	191	8	13	21
138 544	141 303	279 847	1 514	2 492	4 006	741	756	1 497	8	13	21

TABLE 4  
Registration and

CITIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Yonkers												
Elementary schools...	6 248	5 941	12 189	171	147	318	...	...	...	...	...	...
Secondary schools...	558	684	1 242	17	19	36	14	30	44	2	2	4
Total.....	6 806	6 625	13 431	188	166	354	14	30	44	2	2	4
Cities, elementary.....	485 066	474 127	959 193	6 445	6 082	12 527	89	153	242	47	45	92
Towns, elementary.....	214 064	204 022	418 086	18 774	17 782	36 556	402	291	693	16	28	44
Total, elementary.....	699 130	678 149	1 377 279	25 219	23 864	49 083	491	444	935	63	73	136
Cities, secondary.....	37 003	43 490	80 493	508	442	950	4 020	4 652	8 672	40	41	81
Towns, secondary.....	14 468	20 672	35 140	309	431	740	2 479	3 470	5 949	28	59	87
Total, secondary.....	51 471	64 162	115 633	817	873	1 690	6 499	8 122	14 621	68	100	168
Total, cities.....	522 069	517 617	1 039 686	6 953	6 524	13 477	4 109	4 805	8 914	87	86	173
Total, towns.....	228 532	224 694	453 226	19 083	18 213	37 296	2 881	3 761	6 642	44	87	131
Total, State.....	750 601	742 311	1 492 912	26 036	24 737	50 773	6 990	8 566	15 556	131	173	304
SPECIAL SCHOOLS												
College of the City of N. Y., acad. dep't												
Elementary.....	2 713	.....	2 713	606	.....	606	206	.....	206	.....	.....	.....
Secondary.....	2 713	.....	2 713	606	.....	606	206	.....	206	.....	.....	.....
Total.....	2 713	.....	2 713	606	.....	606	206	.....	206	.....	.....	.....
N. Y. Inst. for the Blind												
Elementary.....	68	33	101	.....	.....	.....	7	3	10	.....	.....	.....
Secondary.....	1	1	2	.....	.....	.....	2	.....	2	.....	.....	.....
Total.....	69	34	103	.....	.....	.....	9	3	12	.....	.....	.....
N. Y. State Normal Col., h. s. dep't, Albany												
Elementary.....	2	4	6	.....	.....	.....	5	10	15	.....	.....	.....
Secondary.....	75	145	220	1	2	3	5	10	15	.....	.....	.....
Total.....	77	149	226	1	2	3	5	10	15	.....	.....	.....
N. Y. State School for the Blind, Batavia												
Elementary.....	67	47	114	.....	.....	.....	11	5	16	.....	.....	.....
Secondary.....	9	1	10	.....	.....	.....	11	14	25	.....	.....	.....
Total.....	76	48	124	.....	.....	.....	22	19	41	.....	.....	.....
Normal Col. of the City of N. Y., h. s. dep't												
Elementary.....	1 167	539	706	5	18	23	.....	.....	.....	.....	.....	.....
Secondary.....	1 461	1 461	2 922	.....	.....	.....	33	33	66	.....	.....	.....
Total.....	1 167	2 000	3 167	5	18	23	.....	33	66	.....	.....	.....
Special schools, elementary.....	304	623	927	5	18	23	18	8	26	.....	.....	.....
Special schools, secondary.....	2 798	1 608	4 406	607	2	609	224	57	281	.....	.....	.....
Total, special schools.....	3 102	2 231	5 333	612	20	632	242	65	307	.....	.....	.....

a 1911 report.

(concluded)

## attendance of pupils

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
981 331	927 475	1 908 806	.....	.....	.....	5 165	4 881	10 046	.....	.....	.....
85 847	103 038	188 935	1 625	3 884	5 509	452	543	995	9	20	29
1 067 178	1 030 563	2 097 741	1 625	3 884	5 509	5 617	5 424	11 049	9	20	29
75 421 409	73 178 671	148 600 080	9 155	20 849	30 004	394 627	382 897	777 524	49	109	158
26 559 046	25 241 057	51 800 103	31 196	27 018	58 214	150 087	142 002	292 089	206	172	378
101 980 455	98 419 728	200 400 183	40 351	47 867	88 218	544 714	524 899	1 069 613	255	281	536
4 935 637	5 702 364	10 638 051	534 810	703 377	1 238 187	25 910	29 938	55 848	2 810	3 623	6 503
2 128 838	3 147 947	5 276 785	341 291	502 700	843 991	11 297	16 703	28 000	1 811	2 681	4 492
7 064 525	8 850 311	15 914 836	876 101	1 206 077	2 082 178	37 207	46 641	83 848	4 621	6 374	10 995
80 357 096	78 881 035	159 238 131	543 965	724 226	1 268 191	420 537	412 835	833 372	2 859	3 802	6 661
28 687 884	28 389 004	57 076 888	372 487	529 718	902 205	161 384	158 705	320 089	2 017	2 853	4 870
109 044 980	107 270 039	216 315 019	916 452	1 253 944	2 170 396	581 921	571 540	1 153 461	4 876	6 655	11 531
386 031	.....	386 031	17 922	.....	17 922	2 271	.....	2 271	105	.....	105
386 031	.....	386 031	17 922	.....	17 922	2 271	.....	2 271	105	.....	105
9 756	4 616	14 372	1 201	354	1 555	54	25	79	7	2	9
172	165	337	212	.....	212	1	1	2	1	.....	1
9 928	4 781	14 709	1 413	354	1 767	55	26	81	8	2	10
345	629	974	.....	.....	.....	2	4	6	.....	.....	.....
11 235	22 911	34 146	640	1 564	2 204	63	129	192	4	9	13
11 580	23 540	35 120	640	1 564	2 204	65	133	198	4	9	13
12 060	7 704	19 764	1 925	882	2 807	67	43	110	11	5	16
1 620	164	1 784	1 925	2 450	4 375	9	1	10	11	14	25
13 630	7 868	21 548	3 850	3 332	7 182	76	44	120	22	19	41
17 675	64 461	82 136	.....	.....	.....	95	347	442	.....	.....	.....
.....	189 699	189 699	.....	4 092	4 092	.....	1 020	1 020	.....	22	22
17 675	254 160	271 835	.....	4 092	4 092	95	1 367	1 462	.....	22	22
39 836	77 410	117 246	3 126	1 236	4 362	218	419	637	18	7	25
399 058	212 939	611 997	20 699	8 106	28 805	2 344	1 151	3 495	121	45	166
438 894	290 349	729 243	23 825	9 342	33 167	2 562	1 570	4 132	139	52	191

TABLE 5  
Financial statement showing receipts by public schools

SUPERVISORY DISTRICTS	BALANCE ON HAND AUG. 1, 1911	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC, QUOTA AND ATTENDANCE AND NON- RESIDENT TUITION	TUITION FROM DISTRICTS UNDER CON- TRACT AND FROM INDIVIDUAL PUPILS NOT PAID BY STATE	TAX ON PROPERTY	ALL OTHER SOURCES	TOTAL
Albany co.								
1st sup'y's dist.	\$3 176 51	\$8 127 27	\$27 59	\$1 663 18	\$143 05	\$30 107 74	\$336 31	\$52 601 65
2d sup'y's dist.	1 291 05	10 871 08	93 36	313 13	516 84	14 836 91	445 09	28 367 46
3d sup'y's dist.	7 928 05	9 414 02	41 13	1 293 69	388 80	54 819 02	1 412 25	75 296 96
Allegany co.								
1st sup'y's dist.	2 033 50	10 875 ..	81 67	1 940 66	378 87	20 652 74	562 66	36 525 10
2d sup'y's dist.	3 690 49	10 262 18	32 75	3 203 99	1 211 79	35 757 72	5 043 05	59 261 97
3d sup'y's dist.	7 974 52	9 828 13	82 33	1 814 37	98 75	30 900 61	1 970 21	52 668 92
4th sup'y's dist.	1 365 64	10 425 ..	82 25	2 223 05	356 ..	21 829 58	438 ..	36 719 52
5th sup'y's dist.	2 319 46	12 012 71	50 96	3 236 21	727 46	46 011 15	5 307 49	69 665 44
Broome co.								
1st sup'y's dist.	3 120 64	9 425 ..	103 75	866 23	301 57	20,239 85	1 876 96	35 964 ..
2d sup'y's dist.	2 252 60	9 414 ..	83 73	854 24	500 62	15 849 14	506 22	29 460 55
3d sup'y's dist.	4 375 08	12 149 61	79 48	1 655 35	407 84	47 152 04	3 938 17	69 757 57
4th sup'y's dist.	2 733 68	10 550 ..	91 05	1 521 27	312 05	18 883 90	297 58	34 390 13
Cattaraugus co.								
1st sup'y's dist.	4 092 91	12 530 ..	49 56	3 219 60	376 72	29 542 56	2 829 13	52 640 48
2d sup'y's dist.	4 630 74	10 175 ..	58 47	995 53	259 68	27 977 42	1 240 32	45 343 16
3d sup'y's dist.	8 854 70	10 488 25	111 73	3 789 20	204 85	65 099 29	2 683 18	97 831 20
4th sup'y's dist.	5 029 48	12 873 ..	111 79	3 410 85	507 83	915 10	04 395 25	04 303 33
5th sup'y's dist.	3 203 75	10 545 94	110 51	1 794 59	141 80	22 964 25	3 294 77	42 055 61
Cayuga co.								
1st sup'y's dist.	2 222 33	8 350 ..	89 25	1 247 79	426 78	18 261 10	604 73	31 201 98
2d sup'y's dist.	2 873 55	8 243 ..	23 44	1 747 97	869 50	29 490 18	997 06	44 134 20
3d sup'y's dist.	3 667 55	6 825 ..	35 63	1 414 ..	168 25	22 784 84	1 288 45	36 606 43
4th sup'y's dist.	1 862 48	5 090 ..	41 87	422 28	150 09	13 230 97	114 03	22 138 20
5th sup'y's dist.	2 498 99	8 050 ..	71 10	1 637 58	312 15	10 511 56	1 186 93	30 268 37





TABLE 5 (continued)  
Financial statement showing receipts by public schools

SUPERVISORY DISTRICTS	BALANCE ON HAND AUG. 1, 1911	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR RETIREMENT A. FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC QUOTA AND ATTENDANCE AND NON-RESIDENT TUITION	TUITION FROM DISTRICTS UNDER CONTRACT AND FROM INDIVIDUAL PUPILS NOT PAID BY STATE	TAX ON PROPERTY	ALL OTHER SOURCES	TOTAL
<b>Erie co.</b>								
1st sup'y's dist.....	\$16 954 73	\$11 944 60	\$57 37	\$2 723 10	\$1 174 49	\$61 043 21	\$2 264 84	\$66 162 34
2d sup'y's dist.....	13 770 20	16 010 87	97 83	5 392 23	666 55	125 289 85	14 641 42	175 874 95
3d sup'y's dist.....	2 655 18	9 497 50	106 29	2 239 02	656 10	34 182 42	3 462 87	52 769 98
4th sup'y's dist.....	4 110 01	10 120 ..	25 45	2 717 74	589 25	34 514 05	1 114 26	53 296 76
5th sup'y's dist.....	3 364 14	10 828 13	58 33	2 812 68	317 50	30 434 57	3 199 05	50 954 40
<b>Essex co.</b>								
1st sup'y's dist.....	3 012 08	16 244 31	95 16	1 938 58	85 20	49 512 19	11 285 61	83 073 13
2d sup'y's dist.....	8 129 10	13 945 ..	177 92	2 404 84	516 33	47 559 76	3 083 96	75 236 61
3d sup'y's dist.....	5 219 68	11 075 ..	177 36	1 210 84	11 75	43 556 86	1 375 38	63 226 87
<b>Franklin co.</b>								
1st sup'y's dist.....	10 009 16	17 725 ..	100 30	3 956 92	1 351 28	57 478 06	1 571 90	92 172 62
2d sup'y's dist.....	5 500 01	9 057 ..	53 53	1 026 81	.....	65 973 69	1 187 35	83 789 29
3d sup'y's dist.....	1 827 21	9 175 ..	70 82	1 097 49	254 28	12 594 29	763 46	28 065 45
4th sup'y's dist.....	3 517 68	9 115 50	70 99	2 846 15	362 08	22 959 98	968 23	39 840 61
<b>Fulton co.</b>								
1st sup'y's dist.....	2 130 71	9 725 ..	104 78	155 10	75 ..	15 551 09	985 47	28 736 15
2d sup'y's dist.....	2 606 31	9 125 ..	60 09	1 172 68	282 59	19 047 31	949 36	33 843 34
<b>Genesee co.</b>								
1st sup'y's dist.....	9 275 09	15 975 ..	66 21	3 875 41	402 ..	104 873 55	20 274 93	154 742 19
2d sup'y's dist.....	7 168 69	11 429 10	108 97	3 643 57	1 012 05	53 424 77	1 149 99	77 937 14
<b>Greene co.</b>								
1st sup'y's dist.....	5 638 03	11 750 54	117 17	2 981 20	1 024 08	59 735 52	3 101 84	84 447 38
2d sup'y's dist.....	1 380 38	9 250 ..	73 75	1 755 66	908 75	13 578 13	222 31	29 174 98
3d sup'y's dist.....	1,297 62	9 899 31	71 75	843 85	476 70	23 278 77	3 577 29	39 447 29

	1 971 32	6 975 ..	103 99	1 125 15	214 50	37 646 07	2 026 81	50 062 84
Hamilton co. ....								
Herkimer co.								
1st sup v'y dist. ....	6 606 68	15 575 ..	94 87	2 712 56	1 997 50	70 216 11	6 084 96	103 287 08
2d sup v'y dist. ....	2 322 ..	7 525 ..	.....	681 96	277 ..	23 721 75	2 807 24	37 334 95
3d sup v'y dist. ....	2 073 97	12 750 ..	70 90	2 075 28	404 70	50 391 91	4 383 03	72 209 79
4th sup v'y dist. ....	5 809 98	7 800 ..	101 70	1 557 22	226 80	21 617 26	2 457 40	39 570 36
Jefferson co.								
1st sup v'y dist. ....	1 988 66	10 195 31	116 38	1 706 27	536 30	18 879 60	2 730 31	36 152 83
2d sup v'y dist. ....	2 327 35	10 407 50	105 38	2 844 72	1 253 97	26 232 66	1 674 23	44 845 81
3d sup v'y dist. ....	2 916 68	10 575 ..	54 24	1 485 06	185 05	30 916 76	1 217 57	47 350 36
4th sup v'y dist. ....	3 820 77	11 326 86	94 55	2 102 11	590 15	33 840 25	592 88	52 427 70
5th sup v'y dist. ....	3 417 55	11 900 ..	101 50	2 028 42	475 69	34 396 77	1 867 83	54 187 76
6th sup v'y dist. ....	4 725 29	12 750 ..	102 77	2 763 19	1 076 48	45 926 26	1 978 66	69 322 05
Lewis co.								
1st sup v'y dist. ....	2 734 62	10 931 23	54 90	477 74	128 08	17 868 28	460 29	32 655 14
2d sup v'y dist. ....	4 328 70	11 025 ..	33 10	3 585 86	681 80	23 203 31	1 788 41	44 646 18
3d sup v'y dist. ....	2 341 15	8 775 ..	60 36	500 73	183 46	11 047 16	143 44	23 111 30
4th sup v'y dist. ....	2 888 72	9 725 ..	104 98	1 101 89	169 70	14 556 98	2 153 25	30 700 52
Livingston co.								
1st sup v'y dist. ....	4 590 62	11 785 15	114 33	3 208 77	831 75	59 119 39	1 938 73	81 588 74
2d sup v'y dist. ....	3 884 21	9 393 76	115 57	2 101 15	513 59	31 297 74	708 63	48 014 65
3d sup v'y dist. ....	10 238 96	12 505 45	98 35	2 446 15	644 47	36 074 19	2 244 72	64 252 29
Madison co.								
1st sup v'y dist. ....	3 945 40	13 041 ..	52 18	2 290 51	2 389 20	27 198 82	1 908 84	50 825 95
2d sup v'y dist. ....	5 378 33	10 030 47	58 58	2 048 96	812 49	27 669 46	886 17	40 884 40
3d sup v'y dist. ....	2 230 81	9 600 ..	103 20	1 571 92	1 507 94	21 550 52	1 901 46	38 525 95
4th sup v'y dist. ....	1 771 19	8 575 ..	110 11	1 599 75	491 56	36 193 35	2 248 44	50 989 40
Monroe co.								
1st sup v'y dist. ....	6 076 28	9 175 ..	49 24	1 985 49	862 35	49 787 78	3 824 95	71 761 09
2d sup v'y dist. ....	2 789 14	11 113 75	45 13	4 140 80	1 314 26	64 559 22	5 785 86	89 748 16
3d sup v'y dist. ....	7 861 85	11 075 ..	78 74	1 676 86	572 79	61 011 46	2 888 86	85 165 56
4th sup v'y dist. ....	5 867 32	9 375 ..	86 49	2 982 46	1 024 88	41 850 40	12 099 68	73 286 23
Montgomery co.								
1st sup v'y dist. ....	5 348 01	12 650 ..	89 26	3 003 50	514 16	55 866 09	3 608 01	81 079 03
2d sup v'y dist. ....	2 520 68	9 050 ..	59 85	1 549 52	187 ..	36 980 51	722 21	51 069 77
Nassau co.								
1st sup v'y dist. ....	44 867 24	26 158 77	.....	4 028 40	1 133 63	293 003 17	50 544 55	419 735 76
2d sup v'y dist. ....	50 988 90	35 783 22	.....	5 027 09	1 834 85	335 500 58	71 117 38	506 312 68

TABLE 5 (continued)  
Financial statement showing receipts by public schools

SUPERVISORY DISTRICTS	BALANCE ON HAND AUG. 1, 1911	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR TEACHERS' RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC QUOTA AND ATTENDANCE AND NON-RESIDENT TUITION	TUITION FROM DISTRICTS UNDER CONTRACT AND FROM INDIVIDUAL PUPILS NOT PAID BY STATE	TAX ON PROPERTY	ALL OTHER SOURCES	TOTAL
Niagara co.								
1st sup'v'y dist.	\$5 352 24	\$8 173 23	\$25 75	\$2 265 19	\$454 95	\$30 509 50	\$16 541 50	\$63 322 36
2d sup'v'y dist.	2 760 20	6 675 ..	47 95	454 72	28 ..	26 316 04	1 204 49	37 487 30
3d sup'v'y dist.	4 706 02	9 675 ..	62 23	2 014 83	852 20	36 938 25	1 031 72	55 280 85
Oneida co.								
1st sup'v'y dist.	4 743 70	11 304 63	78 06	1 793 71	821 30	48 482 27	1 041 83	68 265 50
2d sup'v'y dist.	2 091 35	12 020 63	118 36	1 906 92	2 251 41	31 385 47	933 84	51 307 98
3d sup'v'y dist.	2 902 11	9 350 ..	91 80	2 298 01	1 039 39	29 414 25	3 034 23	48 129 79
4th sup'v'y dist.	2 500 74	9 702 34	97 81	579 71	274 10	17 633 01	227 88	31 135 59
5th sup'v'y dist.	2 446 78	10 698 52	75 05	1 068 51	483 15	18 793 01	359 43	33 664 45
6th sup'v'y dist.	3 809 01	12 891 95	90 64	1 249 06	530 16	18 036 78	345 62	36 953 22
7th sup'v'y dist.	2 608 25	10 223 18	42 43	1 527 17	332 35	20 764 96	927 89	36 426 23
Onondaga co.								
1st sup'v'y dist.	3 430 32	10 550 ..	17 92	3 590 03	913 65	32 578 32	3 366 34	54 395 88
2d sup'v'y dist.	3 600 11	10 775 ..	83 26	1 911 87	598 ..	43 492 95	1 817 85	62 339 04
3d sup'v'y dist.	5 913 44	10 770 69	33 43	2 100 94	1 532 89	34 172 86	3 710 19	57 260 56
4th sup'v'y dist.	4 190 84	11 637 50	79 54	2 936 22	1 752 90	42 786 27	13 208 39	76 591 66
5th sup'v'y dist.	8 629 02	15 065 ..	147 59	4 348 11	1 577 75	79 271 95	11 621 21	120 660 43
Ontario co.								
1st sup'v'y dist.	16 054 34	11 646 63	89 45	5 590 03	2 181 40	70 002 39	3 562 01	109 136 15
2d sup'v'y dist.	3 175 40	9 420 ..	38 55	2 545 88	653 08	40 240 89	2 410 99	58 493 37
3d sup'v'y dist.	2 771 02	5 925 ..	84 09	1 437 38	125 02	20 930 76	3 624 28	30 868 15
4th sup'v'y dist.	1 097 76	10 584 26	110 14	1 673 94	349 ..	21 809 59	1 376 23	36 970 92
Orange co.								
1st sup'v'y dist.	9 792 93	16 273 68	135 10	2 878 20	496 63	95 398 19	6 964 24	131 929 06
2d sup'v'y dist.	9 364 51	15 512 50	72 77	4 010 21	2 043 70	101 104 74	7 352 91	140 361 40
3d sup'v'y dist.	4 581 43	9 329 82	58 68	448 95	107 89	28 543 98	402 21	43 472 96

Orleans co.	9 078 67	9 998 75	31 78	I 086 53	51 868 28	404 45	76 055 42
1st sup'v'y dist.	15 110 30	7 475 ..	74 60	I 201 03	38 281 16	2 561 38	67 984 42
2d sup'v'y dist.	3 621 13	8 382 63	58 08	2 355 60	31 909 74	1 593 02	49 122 64
3d sup'v'y dist.							
Oswego co.							
1st sup'v'y dist.	2 321 81	8 250 ..	54 32	909 75	11 562 30	4 531 46	27 859 39
2d sup'v'y dist.	2 054 90	11 877 37	79 43	2 526 61	22 482 22	1 564 66	41 944 56
3d sup'v'y dist.	2 636 77	12 400 44	67 36	2 815 73	23 417 49	590 96	42 534 05
4th sup'v'y dist.	2 279 33	10 503 36	52 30	312 65	19 768 18	409 86	35 433 38
5th sup'v'y dist.	3 424 49	10 025 ..	129 08	599 25	20 738 72	688 72	37 277 53
6th sup'v'y dist.							
Otsego co.							
1st sup'v'y dist.	1 629 46	9 570 ..	95 77	1 024 90	18 498 ..	1 075 61	32 643 16
2d sup'v'y dist.	1 317 61	10 060 38	88 26	2 444 34	321 45	1 979 23	34 129 14
3d sup'v'y dist.	3 867 27	12 146 23	69 19	3 181 56	49 283 19	3 022 49	64 543 12
4th sup'v'y dist.	2 710 66	11 088 55	60 16	2 039 ..	23 926 74	1 867 99	43 225 90
5th sup'v'y dist.	2 313 43	8 960 ..	70 03	1 523 80	17 231 86	1 737 22	32 196 56
6th sup'v'y dist.	3 213 73	8 225 ..	73 62	755 83	949 70	361 41	26 182 37
Putnam co.	9 269 05	11 375 ..	81 59	1 850 06	1 324 10	10 612 23	89 413 41
Rensselaer co.							
1st sup'v'y dist.	4 734 09	18 875 ..	742 25	4 522 28	108 771 24	12 696 28	151 489 26
2d sup'v'y dist.	2 618 27	8 730 ..	67 79	760 06	12 793 31	546 76	25 684 19
3d sup'v'y dist.	4 006 61	9 225 ..	83 38	779 71	29 767 76	1 047 10	44 951 56
Rockland co.	43 445 68	24 059 74	223 82	6 342 68	215 466 73	24 195 61	316 388 98
Saratoga co.							
1st sup'v'y dist.	13 714 73	15 502 15	3 25	3 857 10	48 415 07	184 79	82 235 83
2d sup'v'y dist.	3 062 17	8 825 ..	95 66	1 203 44	17 320 79	518 58	31 394 50
3d sup'v'y dist.	3 047 44	10 875 ..	91 66	1 082 41	20 624 99	1 608 92	38 661 52
4th sup'v'y dist.	1 960 48	8 825 ..	94 17	1 708 91	15 254 09	2 566 61	30 667 56
5th sup'v'y dist.	3 600 80	14 065 ..	145 16	3 625 34	35 060 19	3 592 30	60 682 88
6th sup'v'y dist.	6 828 93	12 356 86	98 13	2 221 12	30 233 02	1 848 50	54 670 46
7th sup'v'y dist.	3 285 37	12 863 28	93 71	2 437 43	41 566 93	630 02	61 471 45
8th sup'v'y dist.	2 816 53	9 273 14	21 55	545 71	14 537 74	629 17	28 087 34
Saratoga co.							
1st sup'v'y dist.	3 763 03	13 675 ..	86 66	2 106 47	60 102 77	4 181 20	84 160 03
2d sup'v'y dist.	4 782 27	11 359 ..	21 75	1 765 67	27 223 66	2 189 19	48 126 04
3d sup'v'y dist.	27 654 46	15 806 09	813 18	2 244 61	99 034 95	1 958 95	148 282 24
4th sup'v'y dist.	3 068 12	10 900 ..	.....	927 41	22 099 64	595 57	37 299 53
Schenectady co.	7 367 46	12 967 77	171 10	1 349 11	70 438 37	1 356 95	94 078 92

TABLE 5 (continued)  
Financial statement showing receipts by public schools

SUPERVISORY DISTRICTS	BALANCE ON HAND AUG. 1, 1911	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC QUOTA AND ATTENDANCE AND NON-RESIDENT TUITION	TUITION FROM DISTRICTS, TRACT AND FROM INDIVIDUAL PUPILS NOT PAID BY STATE	TAX ON PROPERTY	ALL OTHER SOURCES	TOTAL
Schoharie co.								
1st sup'v'y dist. ....	\$706 35	\$12 200 ..	\$108 45	\$754 20	\$1 019 69	\$12 335 36	\$142 69	\$27 266 74
2d sup'v'y dist. ....	1 883 24	9 185 18	50 07	1 272 33	279 27	23 164 01	779 13	36 613 23
3d sup'v'y dist. ....	7 091 96	12 055 ..	127 37	3 064 27	1 578 91	31 118 86	420 40	55 456 77
Schuyler co.								
1st sup'v'y dist. ....	1 891 75	9 625 ..	91 59	476 90	360 ..	19 714 17	992 41	33 151 82
2d sup'v'y dist. ....	11 186 44	9 891 50	72 51	1 370 75	253 ..	25 573 95	167 86	48 516 01
Seneca co.								
1st sup'v'y dist. ....	2 686 36	7 825 ..	118 41	2 659 52	277 37	25 628 55	4 896 36	44 091 57
2d sup'v'y dist. ....	5 852 35	10 275 ..	118 37	2 498 27	612 65	56 153 64	2 704 23	78 214 51
Steuben co.								
1st sup'v'y dist. ....	18 643 48	12 300 ..	94 38	2 095 92	633 24	46 638 72	3 077 94	73 483 68
2d sup'v'y dist. ....	4 290 06	11 111 25	52 56	2 269 03	1 011 33	28 192 03	1 941 55	47 507 81
3d sup'v'y dist. ....	1 760 05	10 935 36	81 29	1 126 26	454 19	20 142 64	316 65	34 810 44
4th sup'v'y dist. ....	2 220 59	9 210 22	56 70	747 19	205 07	12 175 13	304 63	24 920 13
5th sup'v'y dist. ....	5 059 77	9 863 06	87 09	1 804 87	203 ..	24 724 68	3 071 02	44 873 49
6th sup'v'y dist. ....	3 144 85	10 759 ..	47 14	2 786 29	371 31	32 085 75	6 272 90	55 458 24
7th sup'v'y dist. ....	3 331 13	10 000 ..	59 07	2 685 32	454 78	23 773 89	682 96	40 987 15
Suffolk co.								
1st sup'v'y dist. ....	27 091 22	21 200 ..	189 70	5 753 10	2 255 19	174 587 49	10 180 85	241 257 55
2d sup'v'y dist. ....	33 863 74	20 860 ..	97 66	4 773 90	741 04	172 707 05	34 882 11	207 920 10
3d sup'v'y dist. ....	31 597 26	14 900 ..	211 21	3 091 41	2 461 88	136 193 58	18 241 65	196 666 99
Sullivan co.								
1st sup'v'y dist. ....	7 435 05	11 309 57	45 80	2 329 13	279 07	30 813 36	1 647 05	53 859 03
2d sup'v'y dist. ....	3 689 74	13 850 ..	106 90	2 073 50	461 40	31 884 48	706 33	52 773 35
3d sup'v'y dist. ....	4 903 77	12 272 77	111 73	1 686 45	979 34	29 860 04	1 346 01	51 160 11

Tioga co.	2 326 02	10 307 ..	77 07	2 266 83	553 95	18 355 60	2 065 51	35 951 98
1st sup'v'y dist.	3 148 36	11 675 ..	241 81	2 285 79	633 63	34 349 08	4 442 49	50 776 16
2d sup'v'y dist.	1 483 05	10 606 25	84 58	2 090 75	1 001 12	29 528 96	3 285 37	48 080 08
3d sup'v'y dist.								
Tompkins co.	1 470 16	8 098 ..	46 84	1 839 21	1 520 35	12 737 02	768 63	26 480 21
1st sup'v'y dist.	1 564 80	8 350 ..	52 84	1 855 95	1 167 ..	22 289 51	1 999 01	37 279 11
2d sup'v'y dist.	2 388 75	10 862 20	120 51	1 909 77	496 48	21 021 27	8 070 30	44 869 28
3d sup'v'y dist.								
Uster co.	4 257 62	10 249 30	124 78	875 49	436 67	47 681 18	4 790 48	68 415 52
1st sup'v'y dist.	6 673 63	13 776 56	113 62	1 495 71	947 09	46 088 72	6 275 17	75 340 50
2d sup'v'y dist.	2 690 70	14 975 ..	204 58	2 351 54	429 42	30 610 06	1 691 23	52 952 53
3d sup'v'y dist.	4 102 39	7 744 05	97 91	75 60	41 75	22 739 91	2 063 16	30 844 77
4th sup'v'y dist.								
Warren co.	4 643 81	9 225 ..	110 99	1 339 93	199 70	34 675 20	2 598 97	52 793 60
1st sup'v'y dist.	1 958 29	8 425 ..	119 74	542 11	115 50	15 029 60	265 09	26 455 33
2d sup'v'y dist.	1 877 81	6 550 ..	83 81	726 45	5 ..	9 084 67	297 29	18 025 03
3d sup'v'y dist.								
Washington co.	3 264 97	11 775 ..	65 97	1 036 12	903 82	28 795 02	1 376 39	47 217 29
1st sup'v'y dist.	9 091 82	16 272 50	122 36	3 211 31	2 117 07	59 924 53	4 701 21	96 340 87
2d sup'v'y dist.	4 007 98	13 325 ..	111 86	3 013 69	669 35	48 197 55	2 435 37	71 760 80
3d sup'v'y dist.	1 993 90	9 150 60	88 51	1 926 97	848 98	24 877 05	1 228 72	40 114 73
4th sup'v'y dist.								
Wayne co.	3 271 87	16 031 62	118 77	4 366 72	1 630 66	77 208 09	9 687 49	112 315 22
1st sup'v'y dist.	3 011 75	8 850 ..	85 24	2 288 03	832 36	25 262 24	2 507 96	42 837 58
2d sup'v'y dist.	3 581 14	9 435 ..	49 73	2 405 67	839 74	39 551 55	1 416 62	57 269 45
3d sup'v'y dist.	2 885 64	9 885 88	60 91	2 562 86	1 133 28	31 870 80	2 548 59	50 947 96
4th sup'v'y dist.								
Westchester co.	66 812 14	28 453 22	.....	3 459 39	6 934 57	472 034 48	54 652 69	632 346 49
1st sup'v'y dist.	33 408 61	17 325 ..	.....	2 820 21	2 024 72	216 131 34	31 543 45	303 243 33
2d sup'v'y dist.	11 101 34	13 550 ..	.....	2 083 68	2 041 17	131 897 30	10 713 30	171 087 29
3d sup'v'y dist.	9 941 60	13 110 ..	.....	2 399 76	1 046 26	136 460 49	12 766 03	175 724 14
4th sup'v'y dist.								
Wyoming co.	2 819 82	10 316 99	88 42	1 632 23	262 10	24 068 20	1 395 46	40 833 22
1st sup'v'y dist.	4 390 93	11 750 ..	141 54	3 336 55	905 36	33 629 77	3 665 10	57 819 25
2d sup'v'y dist.	5 912 24	13 200 ..	84 93	2 757 93	536 37	43 876 55	1 794 73	68 402 75
3d sup'v'y dist.								
Yates co.	3 448 97	10 618 ..	53 87	4 849 52	579 ..	38 435 72	2 204 22	60 289 30
1st sup'v'y dist.	1 763 42	7 999 ..	31 26	897 69	229 25	17 180 19	285 88	28 386 69
2d sup'v'y dist.								

TABLE 5 (concluded)  
Financial statement showing receipts by public schools

CITIES	BALANCE ON HAND AUG. 1, 1911	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC, QUOTA AND ATTENDANCE AND NON- RESIDENT TUITION	TUITION FROM PARENTS, UNDER- TRACT AND FROM INDIVIDUAL PUPILS NOT PAID BY STATE	TAX ON PROPERTY	ALL OTHER SOURCES	TOTAL
Albany.....	\$160 708 32	\$34 125	.....	\$4 694 55	\$637 85	\$361 097 01	\$800 ..	\$562 062 73
Amsterdam.....	10 025	.....	\$250 ..	1 761 30	594 ..	93 293 ..	17 080 96	123 067 21
Auburn.....	9 187 64	14 425	616 55	2 168 43	5 677 12	130 579 13	1 823 95	104 477 82
Binghamton.....	103 462 14	22 025	261 18	1 750 83	1 667 34	140 818 48	2 828 07	272 819 04
Buffalo.....	.....	153 425	.....	7 745 06	5 938 52	2 276 534 22	1 426 53	2 445 069 33
Cohoes.....	24 671 34	6 525	.....	441 75	97 25	45 743 44	1 278 48	78 757 26
Corning.....	8 797 64	3 325	51 ..	962 38	15 ..	34 402 42	825 45	48 378 89
Cortland.....	10 361 87	4 325	.....	1 874 36	237 ..	31 140 70	1 535 21	49 494 14
Dunkirk.....	21 744 41	7 025	58 ..	1 288 44	212 27	76 446 49	7 408 89	114 183 50
Elmira.....	1 094 50	16 125	.....	2 461 33	747 03	197 044 27	2 896 33	220 368 46
Fulton.....	11 421 22	5 225	26 37	2 433 13	1 984 72	38 273 60	4 379 09	63 743 13
Geneva.....	28 622 82	6 325	410 80	2 931 63	410 75	54 276 78	2 484 31	90 162 09
Glens Falls.....	4 254 09	5 125	141 ..	971 02	935 ..	52 688 99	942 11	65 057 81
Gloversville.....	6 494 03	8 725	87 44	1 414 96	338 65	75 892 18	6 748 75	99 991 01
Hornell.....	1 917 68	7 225	154 ..	1 569 08	212 49	61 594 18	0 276 86	78 859 29
Hudson.....	30 177 26	3 753 13	146 42	1 735 74	809 80	23 029 41	1 099 81	61 951 57
Ithaca.....	168 64	7 025	17 74	1 953 71	4 592 31	77 397 81	83 217 07	174 692 88
Jamestown.....	.....	14 025	586 70	2 893 94	968 32	148 972 74	23 023 72	168 418 00
Johnstown.....	3 791 39	5 081 25	49 32	1 224 87	133 60	55 999 38	2 228 79	127 909 50
Kingston.....	5 848 56	10 825	301 80	3 339 84	1 266 36	103 875 87	4 480 02	95 726 08
Lackawanna.....	42 833 88	3 825	.....	1 691 35	.....	44 195 18	1 854 75	136 880 17
Little Falls.....	5 153 55	4 025	13 40	1 235 28	523 ..	38 607 ..	1 438 43	136 880 21
Lockport.....	33 198 44	9 125	542 10	873 86	2 801 ..	68 901 44	1 298 25	146 900 15
Middletown.....	45 333 52	7 125	201 69	731 04	2 715 65	74 515 ..	15 990 30	466 287 ..
Mount Vernon.....	151 794 55	18 225	.....	2 352 21	870 ..	227 048 88	4 893 35	499 876 ..
New Rochelle.....	4 485 74	16 025	.....	2 050 06	1 142 ..	274 454 06	15 990 30	685 876 ..
New York.....	15 412 521 60	1 790 825	.....	103 023 37	.....	35 378 744 09	3 085 ..	183 097 17
Newburgh.....	17 735 62	11 825	418 75	2 280 99	870 06	117 875 ..	29 131 ..	186 746 ..
Niagara Falls.....	7 705 26	10 525	743 29	3 291 70	230 ..	141 053 98	12 440 25	84 766 11
North Tonawanda.....	.....	0 225	9 50	1 380 82	31 ..	64 559 54	1 684 49	49 732 45
Ogdensburg.....	1 667 20	5 725	.....	1 409 49	246 30	39 000 ..	.....	.....



Olean.....	I 917 88	9 125 ..	77 01	I 561 51	79 ..	85 703 50	10 261 31	108 725 21
Oneida.....	14 272 62	3 725 ..	60 34	2 505 81	566 55	35 450 ..	2 069 71	58 650 03
Oneonta.....	2 076 95	4 325 ..	15 15	1 897 22	467 ..	38 356 ..	4 595 45	51 732 77
Oswego.....	3 731 63	9 025 ..	368 30	2 387 23	171 75	54 608 25	1 789 92	72 172 08
Plattsburg.....	15 309 09	4 925 ..	34 75	1 177 02	74 50	40 105 91	1 361 78	62 288 05
Port Jervis.....	977 05	4 925 ..	.....	1 460 22	1 124 04	45 295 61	5 132 85	58 914 77
Poughkeepsie.....	51 024 63	9 525 ..	.....	2 942 34	3 553 02	90 183 85	13 295 45	178 624 29
Rensselaer.....	3 112 25	5 425 ..	3 90	973 76	370 ..	44 177 79	1 349 62	55 412 32
Rochester.....	481 778 92	77 825 ..	.....	5 929 89	5 960 92	931 689 40	41 738 34	1 544 922 47
Rome.....	.....	33 525 ..	96 88	1 167 95	1 964 54	62 091 25	201 651 01	653 180 71
Schenectady.....	157 619 91	33 525 ..	.....	2 567 30	1 654 69	256 162 80	1 337 62	952 561 ..
Syracuse.....	283 782 11	55 525 ..	.....	6 071 45	2 764 26	603 080 56	1 200 62	53 016 73
Tonawanda.....	.....	4 525 ..	36 ..	1 206 27	.....	45 988 84	1 323 70	327 014 98
Troy.....	.....	22 325 ..	.....	2 017 12	210 ..	289 139 16	14 404 07	498 242 34
Utica.....	147 690 05	31 825 ..	.....	2 389 12	1 861 06	300 073 04	1 227 ..	159 211 47
Watertown.....	35 244 22	14 525 ..	.....	2 220 29	1 283 85	104 401 11	1 129 89	81 969 20
Watervliet.....	28 249 22	6 125 ..	.....	1 501 42	500 ..	44 403 67	1 601 51	688 043 39
Yonkers.....	I 023 48	35 325 ..	.....	2 414 38	I 217 50	640 401 52	.....	.....
Total, cities.....	\$17 383 085 87	\$2 572 409 38	\$5 779 38	\$207 049 45	\$61 069 07	\$44 275 516 53	\$557 845 19	\$65 062 754 87
Total, towns.....	I 297 500 50	2 347 969 16	18 056 76	437 181 98	148 990 58	9 056 212 97	848 303 84	14 064 295 79
Total, State.....	\$18 590 646 37	\$4 920 398 54	\$23 836 14	\$644 231 43	\$210 059 65	\$53 331 729 50	\$1 406 149 03	\$79 127 050 66
SPECIAL SCHOOLS								
College of the City of N. Y., ag'd. dep't. for the Blind.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Y. State Normal Col., h. s. dep't. Albany.....	\$65 247 30	.....	.....	.....	.....	\$228 687 30	\$251 320 30	\$228 687 30
N. Y. State Sch. for the Blind, Batavia.....	561 69	.....	.....	\$712 27	\$1 928 26	.....	16 470 84	19 111 37
Normal Col. of the City of N. Y., h. s. dep't.....	.....	.....	.....	.....	.....	.....	47 190 08	47 751 77
Total, special schools.....	\$65 808 99	.....	.....	2 322 90	.....	.....	155 564 78	157 887 68
Total, all schools.....	.....	.....	.....	\$3 035 17	\$1 928 26	\$228 687 30	\$470 546 ..	\$770 005 72

TABLE 6  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Albany co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	\$300 ..	\$3 132 59	\$24 621 48	\$1 413 06	\$918 39	\$208 48	\$113 60	\$25 ..	.....
	.....	1 700 ..	2 325 ..	44 62 ..	215 ..	.....	100 92	.....	.....	.....
	.....	2 000 ..	5 457 59	24 666 10	1 628 06	918 39	360 40	113 60	25 ..	.....
	.....									
2d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....		6 108 64	15 390 09	339 ..	421 16	12 72	.....	.....	\$780 48
	.....		.....	.....	.....	.....	.....	.....	.....	.....
	.....		6 108 64	15 390 09	339 ..	421 16	.....	12 72	.....	780 48
	.....									
3d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	2 700 ..	2 835 20	31 787 19	3 649 13	516 61	1 338 76	16 55	14 ..	.....
	.....	1 000 ..	1 050 ..	1 050 ..	120 ..	23 67	16 10	.....	14 ..	.....
	.....	3 700 ..	2 835 20	32 837 19	3 769 13	540 28	1 354 86	16 55	28 ..	.....
	.....									
Allegany co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	300 ..	4 399 ..	18 657 30	593 79	921 80	83 24	.....	6 70	75 ..
	.....	1 600 ..	2 050 ..	2 050 ..	108 ..	.....	83 35	.....	6 70	.....
	.....	1 900 ..	4 399 ..	20 707 30	761 79	921 80	166 59	.....	13 40	75 ..
	.....									
2d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	.....	672 ..	23 892 78	1 337 85	686 90	704 02	.....	.....	625 70
	.....	5 400 ..	6 525 ..	6 525 ..	822 03	77 25	366 12	.....	.....	.....
	.....	5 400 ..	1 372 ..	30 417 78	2 159 88	764 15	1 070 14	.....	.....	625 70
	.....									
3d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	3 900 ..	1 631 ..	21 358 40	1 043 40	1 069 52	115 98	44 17	20 71	.....
	.....	3 900 ..	1 631 ..	3 650 ..	422 66	37 16	15 98	13 08	15 ..	.....
	.....	3 900 ..	1 631 ..	25 008 40	1 460 06	1 106 68	185 70	57 25	35 71	.....
	.....									
4th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	2 950 ..	2 231 05	17 804 13	750 52	466 20	233 94	30 25	54 01	400 ..
	.....	2 950 ..	3 025 ..	3 025 ..	346 ..	82 93	171 10	.....	20 ..	.....
	.....	2 950 ..	2 231 05	20 829 13	1 096 52	549 13	405 04	30 25	74 01	400 ..
	.....									

5th sup'y'y dist. Elementary schools Secondary schools Total	1 250 2 450 3 700	2 126 4 311 6 437	26 833 50 6 982 97 33 816 47	1 997 93 836 2 833 83	408 68 75 90 484 58	475 54 163 69 639 23	22 50 10 25	15
Broomes co., 1st sup'y'y dist. Elementary schools Secondary schools Total	600 600 1 200	2 709 50 600 2 709 50	18 078 15 2 915 20 993 15	707 70 200 907 70	285 12 50 335 12	231 23 100 331 23	25 25 25	37 20 57
2d sup'y'y dist. Elementary schools Secondary schools Total	200 950 1 150	1 478 40 1 478 40	17 531 1 050 18 631	492 53 110 602 53	205 40 13 83 279 23	99 25 30 129 25	159 159	159
3d sup'y'y dist. Elementary schools Secondary schools Total	1 600 1 700 3 300	1 862 1 700 1 862	31 374 94 5 575 36 949 94	1 817 04 950 2 767 04	253 37 149 407 37	531 26 142 23 673 54	93 36 36 93 36	90 90 180
4th sup'y'y dist. Elementary schools Secondary schools Total	500 2 225 2 725	1 280 1 280	18 782 30 2 160 20 892 30	827 95 205 1 092 95	288 41 51 84 339 75	342 30 114 63 456 93	18 87 3 33 20	125 25 125
Cattaraugus co., 1st sup'y'y dist. Elementary schools Secondary schools Total	500 3 675 4 075	3 173 750 3 923	23 420 98 3 310 26 736 98	1 067 80 427 60 1 495 30	1 003 88 103 25 1 106 53	457 18 213 56 670 74	52 93 20 47 79 40	103 80 103 80
2d sup'y'y dist. Elementary schools Secondary schools Total	600 2 150 2 750	1 112 1 112	22 688 83 2 692 50 26 281 33	998 10 358 1 356 10	880 53 100 90 981 33	286 40 26 36 333 76	84 50 34 50	28 28 51 52 51
3d sup'y'y dist. Elementary schools Secondary schools Total	200 4 875 5 175	1 602 1 500 2 702	40 768 40 8 000 48 768 40	2 557 11 888 94 3 446 05	1 320 92 178 53 1 499 45	817 57 323 89 1 141 46	112 50 112 50	7 50 7 50 15
4th sup'y'y dist. Elementary schools Secondary schools Total	2 176 25 2 648 25 5 822 80	2 674 990 3 574	27 521 74 6 219 50 33 741 24	1 335 50 659 50 1 995	1 350 28 269 60 1 519 05	262 44 269 60 532 04	35 35	70 83 60 17 137
5th sup'y'y dist. Elementary schools Secondary schools Total	350 2 000 2 000	1 134 1 134	22 317 20 23 845 20	906 75 1 067 50	1 421 34 1 480 31	70 16 93 28 163 44	3 30 3 30	48 47 11 53 60

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Cayuga co., 1st sup'y's dist										
Elementary schools.....	.....	\$1 600	\$502	\$18 653 56	\$658 84	\$805 23	\$131 30	.....	\$10	\$150
Secondary schools.....	.....	1 600	502	1 004 84	110 67	118	50	.....	5	.....
Total.....	.....	1 600	.....	20 253 10	769 51	723 23	181 30	.....	15	150
2d sup'y's dist.										
Elementary schools.....	.....	900	1 299 64	19 107 76	910 30	761 89	74 07	\$23 25	40	664 35
Secondary schools.....	.....	2 200	600	2 630	311	107 28	100	.....	25	.....
Total.....	.....	3 100	1 899 64	21 737 76	1 221 30	869 17	174 07	28 25	65	664 35
3d sup'y's dist.										
Elementary schools.....	.....	.....	930 50	19 613 82	654 45	574 38	129 36	2 50	40	426 14
Secondary schools.....	.....	1 630	.....	1 050	121 19	9	15 08	.....	20	25
Total.....	.....	1 630	930 50	20 663 82	775 64	583 38	144 44	2 50	60	426 14
4th sup'y's dist.										
Elementary schools.....	.....	.....	2 491 40	13 297 16	395 45	669 46	67 06	.....	.....	.....
Secondary schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	.....	.....	2 491 40	13 297 16	395 45	669 46	67 06	.....	.....	.....
5th sup'y's dist.										
Elementary schools.....	.....	1 200	595 60	16 646 35	577 70	765 51	173 28	.....	35	293
Secondary schools.....	.....	.....	1 200	2 300	175	300	91 98	.....	15	.....
Total.....	.....	1 200	1 795 60	18 946 35	752 70	1 065 51	265 26	.....	50	293
Chautauque co., 1st sup'y's dist.										
Elementary schools.....	.....	2 111	3 470 50	20 770 36	1 180 75	1 233 23	459 85	23 38	.....	161
Secondary schools.....	.....	1 600	1 360 10	4 017 09	580	135 45	125 01	.....	.....	.....
Total.....	.....	3 711	4 830 60	24 787 26	1 760 75	1 468 68	584 86	23 38	.....	161
2d sup'y's dist.										
Elementary schools.....	.....	150	1 774	16 687 28	458 50	637 01	110 40	3 75	24	304
Secondary schools.....	.....	2 400	.....	9 570	216 67	68 47	70 25	.....	28	25
Total.....	.....	2 550	1 774	19 257 28	705 17	755 48	180 65	3 75	52	304



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES						LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS	
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.							
			MEN	WOMEN								
Chenango co. (concluded)	\$1 333 33	\$1 075 ..	\$1 213 50	\$28 389 75	\$1 949 64	\$2 239 88	\$214 86	\$101 50	\$41 50	\$527 50		
5th sup'y'y dist.	Elementary schools .....	666 67	3 025 ..	125 ..	8 025 ..	717 45	2 144 68	225 99	30 ..	13 83	..	
	Secondary schools .....	2 000 ..	4 100 ..	1 338 50	36 414 75	2 667 09	4 374 56	440 85	131 50	55 33	527 50	
	Total .....											
Clinton co., 1st sup'y'y dist.	Elementary schools .....		650 ..	3 919 25	30 036 13	1 155 06	1 495 25	207 70	180 ..	82 ..	..	
	Secondary schools .....		2 160 ..	2 003 ..	2 003 ..	120 72	155 54	34 82	30 ..	38 ..	..	
	Total .....		2 810 ..	3 919 25	32 039 13	1 275 78	1 650 79	242 52	210 ..	120 ..	..	
2d sup'y'y dist.	Elementary schools .....		625 ..	1 613 60	21 794 12	1 048 76	372 06	242 24	100 ..	31 40	96 ..	
	Secondary schools .....		1 800 ..	1 028 ..	1 199 50	1 199 50	39 19	25 ..	25 ..	7 85	..	
	Total .....		2 425 ..	1 613 60	22 822 12	1 248 26	372 06	281 43	125 ..	39 25	96 ..	
3d sup'y'y dist.	Elementary schools .....		300 ..	675 ..	25 774 ..	1 332 20	270 70	252 51	22 50	47 44	..	
	Secondary schools .....		4 020 ..	2 362 ..	2 362 ..	377 54	424 73	164 16	..	17 44	..	
	Total .....		4 320 ..	675 ..	28 136 ..	1 709 74	695 43	416 67	22 50	64 88	..	
Columbia co., 1st sup'y'y dist.	Elementary schools .....		5 187 ..	512 50	23 184 10	1 814 98	1 639 12	466 76	25 ..	..	..	
	Secondary schools .....		1 060 ..	3 957 30	3 957 30	878 ..	744 08	744 08	5 ..	..	..	
	Total .....		6 187 ..	512 50	27 142 ..	2 114 98	2 517 12	1 210 84	30 ..	..	..	
2d sup'y'y dist.	Elementary schools .....		3 820 ..	5 407 50	29 168 37	2 579 55	844 56	791 64	96 67	..	265 ..	
	Secondary schools .....		2 400 ..	1 796 20	1 796 20	278 34	142 59	171 29	23 33	..	..	
	Total .....		6 220 ..	5 407 50	30 964 66	2 857 89	987 15	962 83	120 ..	..	265 ..	
3d sup'y'y dist.	Elementary schools .....		950 ..	2 367 60	17 635 31	633 82	748 04	116 07	..	26 27	80 ..	
	Secondary schools .....		950 ..	575 ..	575 ..	80 ..	60 33	45 ..	..	20 ..	..	
	Total .....		950 ..	2 367 60	18 180 31	713 82	808 37	161 07	..	46 27	80 ..	

Cortland co., 1st sup'y's dist.	Elementary schools.....	800	1 023 44	10 983 52	750 50	195 75	233 38	.....	.....	900
	Secondary schools.....	1 700	128 56	3 715	324 64	42 10	111 81	1	.....	900
	Total.....	2 500	1 153	23 698 52	1 075 04	237 85	345 39	1	.....	900
2d sup'y's dist.	Elementary schools.....	1 350	507	13 537 96	259 90	167 01	35 86	.....	.....	987 95
	Secondary schools.....	1 350	507	14 323 96	373 15	177 21	35 86	.....	.....	987 95
	Total.....	2 700	1 014	27 861 92	633 05	344 22	71 72	.....	.....	1 975 90
3d sup'y's dist.	Elementary schools.....	1 100	2 475 06	15 223 86	455 41	85 25	58 23	.....	18 13	297 50
	Secondary schools.....	1 100	2 475 06	1 175	555 41	22 17	100	.....	9	237 50
	Total.....	2 200	4 950 12	16 404 86	1 010 82	85 25	80 40	.....	27 13	535 00
Delaware co., 1st sup'y's dist.	Elementary schools.....	600	3 616 80	24 074	673 56	960 99	189 78	40	.....	150
	Secondary schools.....	1 000	3 616 80	2 675	300	100	186 60	40	.....	150
	Total.....	1 600	7 233 60	26 749	973 56	1 060 99	376 38	80	.....	300
2d sup'y's dist.	Elementary schools.....	650	3 470	25 732 07	1 382 21	967 67	69 97	12	.....	.....
	Secondary schools.....	1 500	3 470	29 032 07	216	110 67	31 14	.....	.....	.....
	Total.....	2 150	6 940	54 764 14	1 598 21	1 078 24	101 11	12	.....	.....
3d sup'y's dist.	Elementary schools.....	1 400	2 833	25 635 29	1 255 01	855 56	519 25	106	20	.....
	Secondary schools.....	1 900	1 836	8 131	500	133 84	201 12	.....	40	.....
	Total.....	3 300	4 669	33 766 29	1 755 01	989 40	720 37	106	60	.....
4th sup'y's dist.	Elementary schools.....	1 420	3 370	25 095	840 46	436 11	165 36	30	52	285
	Secondary schools.....	3 100	3 370	3 700 40	448 18	60 06	127 95	5	28	.....
	Total.....	4 520	6 740	28 895 40	1 288 64	497 07	293 31	35	80	255
5th sup'y's dist.	Elementary schools.....	250	3 729 50	18 067 40	365 22	773 06	105 54	.....	.....	699
	Secondary schools.....	750	59 48	934 35	80	15 63	15 63	.....	.....	699
	Total.....	1 000	3 788 98	19 001 75	445 22	773 06	121 47	.....	.....	699
6th sup'y's dist.	Elementary schools.....	450	3 797 40	17 788	291 30	922 07	73 41	.....	15	237 25
	Secondary schools.....	1 800	3 250	180	180	155 79	183 20	50	15	.....
	Total.....	2 250	7 047 40	21 038	471 30	1 077 86	256 61	50	30	257 25
Dutchess co., 1st sup'y's dist.	Elementary schools.....	5 470	2 115	42 091 40	3 204 03	629 03	2 378 36	536	.....	150
	Secondary schools.....	4 700	2 115	6 340	4 700	848 47	813 87	68	.....	150
	Total.....	10 170	4 230	48 431 40	7 904 06	1 477 50	3 192 23	604	.....	300

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Dutchess co. (concluded)										
2d sup'y'y dist.										
Elementary schools		\$1 470 ..	\$4 504 ..	\$29 065 06	\$2 210 85	\$508 24	\$338 33			\$90 ..
Secondary schools		2 180 ..	150 ..	2 335 ..	243 ..	84 02	137 71			90 ..
Total		3 650 ..	4 654 ..	32 300 06	2 562 85	632 26	496 04			
3d sup'y'y dist.										
Elementary schools		900 ..	2 743 64	18 375 89	1 009 25	575 14	1 041 36	\$64 ..	\$16 67	135 ..
Secondary schools		2 327 50	350 ..	1 883 25	205 ..	42 62	231 10		8 32	
Total		3 227 50	3 093 64	20 259 14	1 304 25	617 76	1 272 46	64 ..	25 ..	135 ..
4th sup'y'y dist.										
Elementary schools		2 216 67	1 203 50	27 087 66	1 733 89	630 05	1 020 85	213 ..	35 71	
Secondary schools		4 933 33	.....	5 263 04	641 49	238 63	328 75	5 ..	17 85	
Total		7 150 ..	1 203 50	32 350 70	2 375 38	868 68	1 349 60	218 ..	53 56	
Erie co., 1st sup'y'y dist.										
Elementary schools		2 350 ..	1 232 ..	34 996 53	2 661 23	1 087 52	1 186 80	75 ..	170 50	
Secondary schools		3 060 ..	.....	6 443 25	992 63	297 72	616 10		104 50	
Total		5 410 ..	1 232 ..	41 439 78	3 653 86	1 385 24	1 802 90	75 ..	275 ..	
2d sup'y'y dist.										
Elementary schools		3 480 ..	5 324 ..	55 575 74	7 041 80	1 381 74	3 194 92	503 ..	898 58	
Secondary schools		7 220 ..	.....	10 710 ..	1 068 50	289 50	53 50		196 57	
Total		10 700 ..	5 324 ..	66 285 74	8 100 30	1 671 24	4 126 ..	556 50	1 024 15	
3d sup'y'y dist.										
Elementary schools		1 085 ..	1 711 20	25 207 77	1 167 35	1 571 44	75 55	176 66	15 ..	18 ..
Secondary schools		1 765 ..	.....	4 864 ..	350 ..	260 23	8 ..	83 34	20 ..	
Total		2 850 ..	1 711 20	30 071 77	1 517 35	1 831 67	83 55	260 ..	35 ..	18 ..
4th sup'y'y dist.										
Elementary schools		750 ..	3 058 20	24 688 94	1 595 04	1 016 25	195 46	36 ..		
Secondary schools		3 000 ..	.....	3 615 ..	480 ..	.....	51 67			
Total		3 750 ..	3 058 20	28 303 94	2 075 04	1 094 66	247 13	36 ..		



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TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Gonesee co., 1st sup'y dist. Elementary schools..... Secondary schools..... Total.....	\$1 000 .. 1 000 .. 2 000 ..	\$5 500 .. 5 500 ..	\$2 844 15 3 650 .. 6 494 15	\$52 629 61 8 347 74 60 977 55	\$4 566 22 1 040 .. 5 606 22	\$7 171 95 3 544 64 10 716 59	\$2 287 19 882 55 3 169 74	\$525 25 ..... 525 25	\$979 58 247 39 1 226 97	..... ..... .....
2d sup'y dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	1 625 .. 3 225 .. 4 850 ..	3 606 70 850 .. 4 456 70	30 745 10 4 890 .. 35 635 10	2 131 73 2 803 .. 2 834 73	603 84 89 70 733 54	386 84 228 68 615 52	5 .. ..... 10 ..	29 75 ..... 29 75	\$770 .. ..... 770 ..
Greene co., 1st sup'y dist. Elementary schools..... Secondary schools..... Total.....	1 500 .. 700 .. 2 200 ..	500 .. 4 391 25 4 891 25	3 316 .. ..... 3 316 ..	33 042 20 7 273 25 40 315 54	2 232 10 1 034 10 3 266 20	1 433 25 1 042 44 2 480 69	764 80 280 87 1 045 67	408 30 15 .. 423 30	166 38 64 84 231 22	..... ..... .....
2d sup'y dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	600 .. 1 700 .. 2 300 ..	4 821 12 ..... 4 821 12	12 421 80 800 .. 13 221 80	659 78 120 .. 779 78	972 32 75 .. 1 047 32	105 13 55 42 160 55	..... ..... .....	15 .. 10 .. 25 ..	520 .. ..... 520 ..
3d sup'y dist. Elementary schools .. Secondary schools .. Total.....	..... ..... .....	272 .. 1 583 .. 1 800 ..	5 895 76 ..... 5 895 76	16 195 17 773 .. 16 968 17	1 015 44 162 50 1 177 94	606 38 ..... 606 38	112 19 26 62 138 81	36 60 2 .. 38 60	..... ..... .....	375 .. ..... 375 ..
Hamilton co. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	733 34 2 106 66 2 840 ..	2 126 .. 300 .. 2 426 ..	19 868 20 1 829 .. 21 697 20	1 428 86 327 09 1 755 95	767 99 224 09 992 08	427 77 289 48 717 25	..... ..... .....	127 50 122 50 250 ..	300 .. ..... 300 ..
Herkimer co., 1st sup'y dist. Elementary schools..... Secondary schools..... Total.....	341 67 1 366 67 1 708 34	2 063 60 2 320 40 4 384 ..	1 166 .. 800 .. 1 966 ..	45 159 91 11 960 .. 57 119 91	3 131 77 785 72 3 917 49	334 66 74 44 409 10	643 69 228 58 870 27	140 .. 30 .. 170 ..	45 .. 45 .. 90 ..	171 30 ..... 171 80

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TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES				LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS	
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS							JANITORS, ENGINEERS ETC.
			MEN	WOMEN						
Lewis co. (continued)										
2d sup'y'y dist.										
Elementary schools.....		\$700 ..	\$1 988 ..	\$20 698 80	\$808 .	\$385 30	\$219 41	\$20 ..	\$412 ..	
Secondary schools.....		1 800 ..	900 ..	3 866 25	332 .	114 95	125 46	20 ..	.....	
Total.....		2 500 ..	2 868 ..	24 565 05	1 140 ..	500 34	344 87	40 ..	412 ..	
3d sup'y'y dist.										
Elementary schools.....		750 ..	1 272 ..	14 394 ..	302 03	489 35	70 04	.....	468 ..	
Secondary schools.....		750 ..	1 272 ..	400 ..	30 ..	20 41	5 ..	.....	.....	
Total.....				14 794 ..	332 03	489 35	90 45	.....	468 ..	
4th sup'y'y dist.										
Elementary schools.....		450 ..	1 850 60	16 598 48	483 78	260 88	150 21	16 62	.....	
Secondary schools.....		2 350 ..	1 495 ..	130 47 ..	79 76	76 70	226 91	.....	.....	
Total.....		2 800 ..	1 850 60	18 093 48	614 25	340 64	226 91	16 62	.....	
Livingston co., 1st sup'y'y dist.										
Elementary schools.....		1 510 50	5 245 30	32 416 52	2 249 48	1 095 51	471 87	48 ..	147 72	
Secondary schools.....		3 805 25	5 000 ..	5 623 21	725 95	155 95	208 14	14 ..	73 93	
Total.....		5 315 75	5 735 30	38 039 73	2 975 43	1 251 46	680 01	62 ..	221 65	
2d sup'y'y dist.										
Elementary schools.....		1 600 ..	5 360 ..	21 294 87	1 129 20	1 088 75	274 29	10 ..	9 ..	
Secondary schools.....		1 385 ..	967 50	1 597 50	207 50	21 20	11 99	10 ..	5 80	
Total.....		2 985 ..	6 327 50	22 892 37	1 336 70	1 089 95	286 28	20 ..	14 80	
3d sup'y'y dist.										
Elementary schools.....		1 833 ..	4 744 ..	24 885 53	1 325 87	645 15	324 20	202 50	30 ..	
Secondary schools.....		2 867 ..	900 ..	6 530 ..	338 75	252 97	239 51	.....	210 ..	
Total.....		4 700 ..	5 644 ..	31 415 53	2 164 62	898 12	563 71	202 50	65 ..	
Madison co., 1st sup'y'y dist.										
Elementary schools.....		300 ..	1 152 ..	20 412 65	1 079 77	182 61	92 99	19 50	24 50	
Secondary schools.....		5 015 ..	.....	4 564 ..	492 ..	107 77	85 78	12 50	20 50	
Total.....		5 315 ..	1 152 ..	24 976 65	1 571 77	290 38	178 77	32 ..	45 ..	

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TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERINTENDENT	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- FOLIO ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANSPORTATION OF FUELS
	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.						
		MEN	WOMEN							
Nassau co. (continued)										
2d sup'y'y dist.										
Elementary schools	\$5 810	\$26 078 34	\$1 507	\$135 114 63	\$18 408 51	\$1 504 89	\$12 113 39	\$1 713 95	\$1 445 73	
Secondary schools	1 275	7 941 66	4 330	29 236 92	3 969 90	997 78	3 481 10	3 337 29	3 391 91	
Total	7 085	34 020	5 837	164 401 55	22 368 41	2 502 67	15 594 49	2 051 24	1 837 64	
Niagara co., 1st sup'y'y dist.										
Elementary schools		700	1 485	22 701 75	1 124 70	707 76	195 16	50	50	
Secondary schools		1 025	1 485	3 102 75	375	514 80	94 47	50	50	
Total		2 625	1 485	25 804 50	1 499 70	1 222 56	289 63	50	100	
2d sup'y'y dist.										
Elementary schools			1 420	20 509 01	1 544 90	1 165 11	214 18			
Secondary schools			1 420	20 509 01	1 544 90	1 165 11	214 18			
Total										
3d sup'y'y dist.										
Elementary schools		340	1 468	28 105 46	1 801 11	863 32	311 56	128		
Secondary schools		2 587	1 685	359 15	359 15	102 18	84 14			
Total		2 897	1 468	29 880 46	2 160 26	965 50	395 70	128		
Oneida co., 1st sup'y'y dist.										
Elementary schools		1 750	2 522 85	32 025 73	2 299 25	593 55	599 59	89 95	37 91	\$40
Secondary schools		3 450	5 420	5 420	412 50	103 68	186 74		19 09	
Total		5 200	2 522 85	37 445 73	2 711 75	697 23	786 33	89 95	57	40
2d sup'y'y dist.										
Elementary schools		834 75	1 808	21 698 40	1 262 10	1 056 37	136 71	16 15	90 78	1 298 18
Secondary schools		4 915 25		4 092 10	437 54	99 44	45 17	1 75	37 95	
Total		5 750	1 808	25 790 50	1 699 64	1 155 81	181 88	17 90	128 73	1 298 18
3d sup'y'y dist.										
Elementary schools		450	1 540	23 153 23	1 027 23	727 03	388 28	75 80		
Secondary schools		2 700 02	1 900	4 024 47	374 50	53 26	246 99	25		
Total		3 150 02	2 440	27 177 70	1 401 73	820 29	635 27	100 80		

4th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	877 84	1 176 ..	19 551 77	867 65	643 91	120 95	15 ..
	.....	877 84	1 176 ..	638 22	43 75	16 37	16 28	10 ..
	.....	877 84	1 176 ..	20 189 99	911 40	660 28	137 23	25 ..
5th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	2 500 ..	743 50	17 940 12	601 02	374 23	82 31	77 55
	.....	1 450 ..	.....	1 950 ..	161 ..	187 11	47 89	100 ..
	.....	3 950 ..	743 50	19 890 12	762 02	561 34	130 20	177 55
6th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	750 ..	2 507 74	20 490 25	708 80	141 44	104 14	32 58
	.....	750 ..	.....	3 350 ..	130 ..	24 24	34 15	13 02
	.....	1 500 ..	2 507 74	23 840 25	838 80	165 68	138 29	45 80
7th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	100 ..	638 ..	17 562 40	508 25	222 59	88 08	50 ..
	.....	2 450 ..	700 ..	1 950 ..	142 50	44 15	25 19	8 45
	.....	2 550 ..	1 388 ..	19 512 40	650 75	266 74	113 27	16 90
Onondaga co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	1 520 ..	1 614 10	26 377 53	1 040 58	817 90	158 70	25 ..
	.....	2 260 ..	.....	4 225 ..	410 ..	60 ..	64 90	25 ..
	.....	3 780 ..	1 614 10	30 602 53	1 450 58	877 90	232 60	50 ..
2d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	1 180 ..	2 745 50	26 842 51	1 743 54	939 78	239 69	.....
	.....	3 270 ..	1 186 25	5 025 75	433 ..	47 96	39 09	.....
	.....	4 450 ..	3 901 75	31 868 26	2 176 54	987 74	278 78	.....
3d sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	3 767 50	1 638 40	24 519 19	1 473 32	872 32	232 25	58 ..
	.....	5 090 ..	.....	3 180 ..	308 42	12 06	176 08	40 ..
	.....	5 757 50	1 638 40	27 862 99	1 678 74	884 98	407 33	108 ..
4th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	1 635 ..	1 240 ..	31 724 95	1 954 83	475 24	105 01	158 ..
	.....	4 470 ..	.....	5 555 ..	1 636 ..	46 94	132 17	.....
	.....	6 105 ..	1 240 ..	37 279 95	2 990 83	522 18	328 18	265 62
5th sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	1 000 ..	2 224 06	53 205 90	4 647 03	852 44	1 444 88	540 ..
	.....	1 065 ..	450 ..	12 112 05	1 369 98	199 20	636 90	58 50
	.....	2 065 ..	2 674 06	65 317 95	6 017 01	1 051 64	2 081 78	152 50
Ontario co., 1st sup'y'y dist. Elementary schools. Secondary schools. Total.	.....	1 440 ..	1 316 ..	34 749 72	2 518 62	1 801 77	687 44	526 26
	.....	960 ..	3 028 ..	12 759 55	1 692 51	92 60	448 24	159 07
	.....	2 400 ..	4 344 ..	47 509 27	4 211 13	1 894 37	1 135 68	685 33

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES						LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICERS	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.						
			MEN	WOMEN							
Ontario co. (concluded)											
2d sup'y'y dist.											
Elementary schools.....		\$750 ..	\$579 20	\$27 850 01	\$1 640 94	\$316 54	\$299 16	\$25 53	\$7 50		
Secondary schools.....		3 965 ..	1 675 ..	3 561 68	426 61	261 89	216 80	5 62	7 50		
Total.....		4 715 ..	1 254 20	33 411 69	2 067 55	1 078 43	515 96	31 15	15		
3d sup'y'y dist.											
Elementary schools.....			2 847 ..	16 684 70	941 21	657 13	182 87			\$153 50	
Secondary schools.....			2 847 ..	16 684 70	941 21	657 13	182 87			153 50	
Total.....											
4th sup'y'y dist.											
Elementary schools.....		400 ..	2 968 ..	19 461 ..	618 58	607 65	21 22		32 50	275 ..	
Secondary schools.....		1 500 ..	1 050 ..	2 535 ..	182 ..		11 81		32 50		
Total.....		1 900 ..	2 968 ..	21 996 ..	800 58	607 65	33 03		65	275 ..	
Orange co., 1st sup'y'y dist.											
Elementary schools.....		6 848 ..	2 081 36	55 176 92	5 182 17	1 163 32	1 664 63	105 ..	469 82		
Secondary schools.....		4 903 25	1 050 ..	9 610 ..	1 129 ..	348 37	703 36	40 ..	207 78		
Total.....		11 751 25	3 131 36	64 786 92	6 311 17	1 511 69	2 397 99	145 ..	677 60		
2d sup'y'y dist.											
Elementary schools.....		6 533 20	1 900 ..	53 263 05	3 723 02	1 080 78	2 576 97	515 99		497 10	
Secondary schools.....		6 787 ..	10 546 05	1 304 69	1 304 69	433 26	949 19	33 03			
Total.....		13 320 20	1 900 ..	63 809 10	5 027 61	1 514 04	3 526 16	549 02		497 10	
3d sup'y'y dist.											
Elementary schools.....			3 193 ..	23 759 16	930 81	861 95	192 12			177 ..	
Secondary schools.....			3 913 ..	23 759 16	930 81	861 95	192 12			177 ..	
Total.....											
Orleans co., 1st sup'y'y dist.											
Elementary schools.....	\$1 200 ..	200 ..	1 848 ..	29 405 25	1 885 30	803 33	828 96	18 ..		250 ..	
Secondary schools.....	600 ..	2 780 ..	6 018 36	6 018 36	505 ..	259 73	353 37	5 85			
Total.....	1 800 ..	2 980 ..	2 598 ..	35 423 61	2 390 30	1 063 06	1 182 33	23 85		250 ..	



2d sup'y'y dist.	1 000		21 442	1 159 23	574 27	33 73	180		1 061 78
Elementary schools	800	820	4 360	730		13	20		1 061 78
Secondary schools	1 800	4 345	25 802	1 889 23	584 27	46 73	200		
Total									
3d sup'y'y dist.									
Elementary schools		875	20 641 80	1 677 99	812 93	148 58			
Secondary schools		2 850	3 825	444 33	88 14	29 17			
Total		3 025	24 466 80	2 122 32	901 07	177 75			
Oswego co., 1st sup'y'y dist.									
Elementary schools		1 027 50	12 121 55	356 50	550 35	270 83		22 50	547 50
Secondary schools		750	1 620	70		156 25		12 50	
Total		1 777 50	13 741 55	426 50	550 35	427 08		35	547 50
2d sup'y'y dist.									
Elementary schools		1 100	1 335	721 45	1 223 57	243 49	19 50	41 92	380
Secondary schools		1 600	491	248	65	121 06		25	380
Total		2 700	1 826	969 46	1 288 57	369 55	19 50	66 92	380
3d sup'y'y dist.									
Elementary schools		300	22 043 91	925 52	1 008 91	154 73	35		630 25
Secondary schools		2 851	3 870	246	129 53	50	10		630 25
Total		2 851	25 843 91	571 52	1 138 44	204 73	45		
4th sup'y'y dist.									
Elementary schools		500	19 098 64	400 73	969 52	77 82	25		75
Secondary schools		700	3 650	172	50	58 10			
Total		1 200	20 746 64	572 73	1 019 52	135 92	25		75
5th sup'y'y dist.									
Elementary schools		375	10 095 71	589 29	1 043 93	84 55	52 50	16	
Secondary schools		975	1 160	106	7 71	23 83	2 50	4	
Total		1 350	21 155 71	695 29	1 051 64	108 38	55	20	
Osage co., 1st sup'y'y dist.									
Elementary schools		350	13 864 20	566 92	582 70	165 84	27 50		1 250 05
Secondary schools		2 850	1 425	192 81	83 75	200 10	2 50		
Total		2 700	15 289 20	759 23	666 45	365 94	30		1 250 05
2d sup'y'y dist.									
Elementary schools		540	14 976 20	551 77	435 70	129	10	18 16	335
Secondary schools		2 810	2 600	300	64 81	113 32		18 17	335
Total		2 850	17 576 20	851 77	500 51	242 32	10	36 33	
3d sup'y'y dist.									
Elementary schools		1 033	26 975 20	1 617 20	531 40	769 11	31 50	101 52	691 05
Secondary schools		2 817	5 922 90	625	70 49	357 10	5	52 50	
Total		4 850	32 898 10	2 242 20	601 89	1 126 21	36 50	154 02	691 05

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCES	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Otsego co. (continued)										
4th sup'y'y dist.		\$750	\$580	\$19 419 04	\$754 71	\$167 08	\$353 13	\$16 70		\$2 500
Elementary schools.....		2 680	500	3 186 84	377	162	271 04	12 50		
Secondary schools.....		3 400	1 080	22 603 88	1 131 71	329 08	624 17	29 20		2 500
Total.....										
5th sup'y'y dist.		922	160	15 967	450 43	282 65	140 03	15 05	\$19	981
Elementary schools.....		2 100		2 495	235	37 45	40 66		14	
Secondary schools.....		3 022	160	18 462	685 43	320 10	180 69	15 05	33	981
Total.....										
6th sup'y'y dist.			2 085 30	12 630 20	270 69	287 89	62 95	4	20 56	1 837 16
Elementary schools.....		1 600	600	4 718 28	181	50 87	36 46	6	30 85	
Secondary schools.....		1 600	2 085 30	13 230 20	451 69	338 76	99 41	10	51 41	1 837 16
Total.....										
Putnam co.		1 200	4 981 80	33 333 55	2 656 70	894 64	584 31	140	113 33	716
Elementary schools.....		4 455		4 718 28	743 35	143 37	381 01	10	71 67	
Secondary schools.....		5 655	4 981 80	38 051 83	3 400 05	1 038 01	915 32	150	195	716
Total.....										
Rensselaer co. 1st sup'y'y dist.										
Elementary schools.....	\$3 325	412	3 745	64 189 81	6 255 60	770 57	3 060 74	350	1 296 08	190
Elementary schools.....		1 588	4 100	11 348	1 573 32	129 59	1 548 44	50	331 62	
Secondary schools.....		2 000	7 845	75 537 81	7 828 92	900 16	4 609 18	400	1 627 60	190
Total.....	4 450									
2d sup'y'y dist.										
Elementary schools.....		850	2 254	13 838 80	555 03	197 24	35 58		35	
Elementary schools.....				825	75	29 49			10	
Secondary schools.....			2 254	14 663 80	630 03	226 73	35 58		45	
Total.....										
3d sup'y'y dist.										
Elementary schools.....		1 000	2 878	22 581 22	1 446 44	561 34	110 27	30		
Elementary schools.....				525	91 88					
Secondary schools.....		1 000	2 878	23 106 22	1 538 32	561 34	110 27	30		
Total.....										



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICERS	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Saratoga co. (continued)										
2d sup'y'y dist.										
Elementary schools.....		\$750 .	\$746 50	\$26 019 97	\$1 211 60	\$412 85	\$329 21	\$100 .	\$80 .	
Secondary schools.....		1 350 .	.....	3 250 .	552 50	67 04	86 41	10	20	
Total.....		2 100 .	746 50	29 269 97	1 764 10	479 89	415 62	200 .	100 .	
3d sup'y'y dist.										
Elementary schools.....	\$750	800 .	1 152 .	60 477 12	4 954 77	569 97	1 170 12	333 34	.....	
Secondary schools.....	1 500 .	3 300 .	1 050 .	12 200 .	1 883 84	185 29	1 115 12	166 66	.....	
Total.....	2 250 .	4 100	2 202	72 677 12	6 838 11	755 26	2 285 24	500 .	.....	
4th sup'y'y dist.										
Elementary schools.....		787 .	2 481 .	18 143 65	1 129 05	233 65	373 99	50	75	\$310 .
Secondary schools.....		800 .	.....	2 130	200	.....	250	.....	20	
Total.....		1 587	2 481 .	20 273 65	1 329 05	233 65	623 99	50	95	310 .
Schenectady co.										
Elementary schools.....		2 459 47	5 905 47	40 289 75	2 843 50	555 75	708 22	187 50	34 48	50 .
Secondary schools.....		1 840 53	.....	3 744 34	876 25	114 45	31 01	62 50	18 67	
Total.....		4 300 .	5 905 47	44 034 09	3 719 75	670 20	799 23	250 .	53 05	50 .
Schoharie co., 1st sup'y'y dist.										
Elementary schools.....		100 .	5 213 29	15 313 44	192 08	551 70	6 46	.....	.....	400 25
Secondary schools.....		600 .	.....	450	23 84	10 31	.....	.....	.....	.....
Total.....		700 .	5 213 29	15 763 44	215 42	565 01	6 46	.....	.....	400 25
2d sup'y'y dist.										
Elementary schools.....		602 .	7 977 15	14 050 60	665 84	165 48	87 45	34 19	36 44	170 .
Secondary schools.....		1 643 .	.....	2 413 66	186 67	11 17	34 83	.....	18 21	
Total.....		2 245 .	7 977 15	16 466 26	852 01	176 65	122 28	34 19	54 65	170 .
3d sup'y'y dist.										
Elementary schools.....		3 600 .	5 246 41	22 958 65	1 138 13	338 51	776 53	42 50	8 .	1 148 40
Secondary schools.....		.....	.....	4 740 .	512 50	253 62	209 85	.....	4 .	
Total.....		3 600 .	5 246 41	27 698 65	1 650 63	622 13	986 38	55 .	12	1 148 40

[illegible]

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES						LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.						
			MEN	WOMEN							
Steuben co. (concluded)											
7th sup'y'y dist.											
Elementary schools.		\$580 ..	\$2 456 40	\$19 414 16	\$553 39	\$1 359 60		\$262 10	\$75 ..	\$97 58	\$29 ..
Secondary schools.		2 455 ..		2 780 ..	178 25	211 31		59 83		46 78	
Total.		3 035 ..	2 456 40	22 194 16	831 64	1 570 91		321 43	75 ..	143 36	29 ..
Suffolk co., 1st sup'y'y dist.											
Elementary schools.		7 750 ..	7 034 ..	80 984 37	9 715 15	1 432 46		2 307 49	613 17	259 65	
Secondary schools.		11 220 ..	3 600 ..	16 879 56	2 355 44	460 67		700 84	53 12	175 53	
Total.		18 970 ..	10 634 ..	97 863 92	12 070 59	1 893 13		3 008 33	666 29	435 18	
2d sup'y'y dist.											
Elementary schools.	\$1 000 ..	16 702 49	2 175 ..	74 086 15	9 345 05	2 195 96		6 069 79	457 17	269 ..	
Secondary schools.	1 000 ..	8 474 66	1 725 ..	18 051 38	2 516 94	608 38		2 194 20	117 63	121 ..	
Total.	2 000 ..	25 237 15	3 900 ..	92 137 53	11 861 99	2 804 34		8 263 99	574 80	390 ..	
3d sup'y'y dist.											
Elementary schools.	1 250 ..	18 594 91		51 734 61	7 216 72	943 59		3 124 42	317 63	264 84	
Secondary schools.	1 250 ..	3 549 99	3 850 ..	9 294 89	1 614 01	339 07		1 874 03	33 32	148 66	
Total.	2 500 ..	22 074 90	3 850 ..	61 029 50	8 830 73	1 282 66		4 988 45	350 95	413 50	
Sullivan co., 1st sup'y'y dist.											
Elementary schools.		4 922 80	6 268 20	20 213 30	872 60	942 28		170 92			
Secondary schools.		800 ..		1 800 ..	133 ..	50 ..		25 ..			
Total.		5 722 80	6 268 20	22 013 30	1 005 60	992 28		195 92			
2d sup'y'y dist.											
Elementary schools.		1 462 ..	3 794 80	27 728 50	1 002 55	963 86		331 87	26 75	20 ..	
Secondary schools.		2 920 ..		2 148 ..	238 50	137 88		112 05		5 ..	
Total.		4 382 ..	3 794 80	29 876 50	1 231 05	1 101 74		443 92	26 75	25 ..	
3d sup'y'y dist.											
Elementary schools.		300 ..	7 408 ..	23 080 70	1 304 11	972 72		191 18	50 ..	100 67	175 ..
Secondary schools.		950 ..		1 897 50	100 ..	67 64		29 60		34 ..	
Total.		1 250 ..	7 408 ..	24 978 20	1 404 11	1 040 36		220 78	50 ..	134 67	175 ..

Toga co., 1st sup'y's dist.	Elementary schools.....	1 195	3 054 15	14 975 75	601 55	630 20	60 06	37 50	670 30
	Secondary schools.....	2 325	3 205	3 205	335	41 63	56 99	27 50	670 30
	Total.....	3 450	3 054 15	18 240 75	938 55	670 93	117 95	65	670 30
2d sup'y's dist.	Elementary schools.....	384	1 272	25 997 63	1 332 44	796 85	1 362 40	142 50	564
	Secondary schools.....	1 176	1 100	4 434 12	710	343 65	578 08	7 50	564
	Total.....	1 560	2 372	30 431 75	2 042 44	1 140 50	1 940 48	150	564
3d sup'y's dist.	Elementary schools.....	655	1 490 33	21 548 15	1 193 43	568 54	284 41	192 65	903
	Secondary schools.....	2 425	1 030 84	4 075	357	62 02	50	53	903
	Total.....	3 080	2 521 17	25 623 15	1 550 43	630 56	334 41	245 65	903
Tompkins co., 1st sup'y's dist.	Elementary schools.....	348	1 824	12 650 20	562 76	336 04	118 27	1 25	779 75
	Secondary schools.....	1 652	2 000	2 515	220	41 51	87 06	25	779 75
	Total.....	2 000	1 824	15 165 20	782 76	377 55	205 33	1 25	779 75
2d sup'y's dist.	Elementary schools.....	537 25	304	17 205 77	692 50	1 319 47	74 87	12	570
	Secondary schools.....	2 050	305	3 467 50	305	51 50	96 53	3	570
	Total.....	2 587 25	304	20 673 27	997 50	1 370 97	171 40	15	570
3d sup'y's dist.	Elementary schools.....	833 35	1 515	20 505 06	924 10	572 55	213 59	20	494
	Secondary schools.....	2 489 35	1 515	2 867 76	466 66	185 52	223 68	20	494
	Total.....	3 322 70	1 515	23 373 72	1 390 76	758 07	437 27	40	494
Ulster co., 1st sup'y's dist.	Elementary schools.....	6 488 50	2 994 80	25 834 76	2 275 75	798 93	827 16	160	
	Secondary schools.....	7 700	2 994 80	3 716	225	45 41	280 33		
	Total.....	7 138 50	2 994 80	29 540 76	2 500 75	804 34	1 107 49	160	
2d sup'y's dist.	Elementary schools.....	850	6 506	37 301 94	2 234 91	1 230 52	497 15	137	
	Secondary schools.....	1 750	6 506	2 050	284	34 08	145 05	20	
	Total.....	2 600	6 506	39 351 94	2 518 91	1 265 00	593 11	137	
3d sup'y's dist.	Elementary schools.....	850	5 364 60	27 741 56	1 253 81	617 35	278 78	30	385
	Secondary schools.....	850	5 364 60	31 687 18	1 275 30	16 88	225 15	30	385
	Total.....	1 700	5 364 60	31 687 18	1 529 11	634 23	503 93	60	385
4th sup'y's dist.	Elementary schools.....		8 670 65	15 695 71	671 65	375 26	58 41		
	Secondary schools.....		8 670 65	15 695 71	671 65	375 26	58 41		
	Total.....		8 670 65	15 695 71	671 65	375 26	58 41		

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Warren co., 1st sup'y's dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	\$1 200 . 2 350 . 3 550 .	\$802 80 ..... 802 80	\$20 874 09 3 365 91 24 240 .	\$2 039 50 497 . 2 536 50	\$464 14 12 476 14	\$479 79 206 49 686 28	\$140 . ..... 140 .	\$74 . 60 134	..... ..... .....
2d sup'y's dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	..... 700 . 700 .	1 952 ..... 1 952 .	15 047 60 456 . 15 503 60	828 51 80 908 51	681 53 ..... 681 53	74 12 16 80 90 92	12 . 8 20 .	12 8 20	..... ..... .....
3d sup'y's dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	..... ..... .....	800 1 040 . 1 840 .	11 243 08 627 52 11 875 60	363 . 50 413 .	332 32 ..... 332 32	43 53 49 96 49	40 . 10 50 .	40 10 50	..... ..... .....
Washington co., 1st sup'y's dist. Elementary schools..... Secondary schools..... Total.....	\$1 000 700 . 1 700 .	200 1 500 1 700 .	720 ..... 720	25 666 14 2 455 28 121 14	1 233 45 409 60 1 643 05	188 89 109 74 298 63	309 22 343 60 743 21	..... ..... .....	..... ..... .....	\$285 ..... 285
2d sup'y's dist. Elementary schools..... Secondary schools..... Total.....	1 200 400 . 1 600 .	500 4 575 5 075	1 200 ..... 1 200 .	41 001 90 7 271 13 48 273 03	3 161 55 979 09 4 140 64	201 96 108 36 400 32	562 94 207 96 770 90	275 . 5 280 .	266 106 13 372 13	620 ..... 620
3d sup'y's dist. Elementary schools..... Secondary schools..... Total.....	..... ..... .....	1 520 3 100 4 620 .	2 508 1 000 3 508 .	32 272 75 5 450 . 37 722 75	2 581 45 344 2 925 45	692 81 63 91 686 72	659 62 174 96 834 58	174 . 3 40 177 40	225 ..... 225	..... ..... .....
4th sup'y's dist. Elementary schools..... Secondary schools..... Total.....	..... 700 . 1 900 . 2 600 .	..... 700 . 1 900 . 2 600 .	1 591 455 2 046 .	18 777 10 3 360 . 22 137 10	1 124 77 316 33 1 441 10	413 21 36 73 449 94	191 23 127 18 318 41	..... ..... .....	..... ..... .....	122 30 ..... 122 30



Wayne co., 1st sup'y's dist.	900	2 350	1 839 50	46 793 44	2 910 51	1 513 07	593 82	667 75	128 62	250
	Elementary schools.	900	1 640	12 024 75	928 65	372 35	261 27	.....	250 33	250
	Secondary schools.	1 800	3 520 50	58 818 19	3 839 16	1 885 43	855 09	667 75	378 95	.....
Total.....										
2d sup'y's dist.	900	1 381 82	2 298 80	19 357 96	855 85	1 105 05	89 14	58	45	93
	Elementary schools.	900	1 818 18	3 397 50	345	1 054 29	108 80	2	45	.....
	Secondary schools.	3 200	2 298 80	22 755 46	1 200 85	1 259 34	197 94	60	90	93
Total.....										
3d sup'y's dist.	900	1 000	1 062 40	25 048 70	1 574 76	1 014 26	205 69	50	.....	.....
	Elementary schools.	3 600	1 062 40	6 180	704 63	213 74	174 72	.....	.....	.....
	Secondary schools.	4 600	1 062 40	31 228 70	2 279 39	1 228	330 41	50	.....	.....
Total.....										
4th sup'y's dist.	900	1 086 66	1 988 17	23 590 35	1 233 47	701 40	367 19	33 33	50	229 55
	Elementary schools.	2 233 34	700	3 410	263 33	128 30	100 68	16 67	11 12	.....
	Secondary schools.	3 300	2 688 17	27 000 35	1 496 80	829 70	467 87	50	61 12	229 55
Total.....										
Wheatchester co., 1st sup'y's dist.	7 430	24 251 60	5 290	200 091 51	23 071 73	561 93	18 719 18	2 960	5 130 68	925
	Elementary schools	2 400	19 764	35 810 25	6 726 20	688 65	6 998 29	166	1 315 97	.....
	Secondary schools.	9 880	25 054	233 901 76	29 797 93	1 250 58	25 687 47	3 126	6 446 65	925
Total.....										
2d sup'y's dist.	2 900	15 775	1 667 63	92 117 13	11 418 76	752 32	11 598 88	1 401	1 008	.....
	Elementary schools	1 700	8 225	13 643 50	12 762	58 29	2 710 16	239	144	.....
	Secondary schools	4 300	9 892 63	110 760 63	14 180 76	810 61	14 309 04	1 700	1 152	.....
Total.....										
3d sup'y's dist.	1 875	3 000	2 693	60 944 23	5 400 84	1 539 72	3 436 06	387 50	607 06	.....
	Elementary schools.	625	2 100	10 309 02	2 283 45	2 282 12	1 181 16	72 80	364 78	.....
	Secondary schools.	2 500	4 728	71 343 25	7 749 29	3 811 85	4 587 22	460	972 74	.....
Total.....										
4th sup'y's dist.	2 900	530	5 915	56 838 15	5 901 51	918 49	3 378 64	770	506 20	.....
	Elementary schools.	1 500	975	10 175	1 505	85 68	1 385 51	30	237 16	.....
	Secondary schools.	4 400	6 890	67 013 15	7 406 51	1 004 17	4 764 15	800	743 88	.....
Total.....										
Wyrning co., 1st sup'y's dist.	.....	462 50	2 293 20	23 121 24	586 55	1 048 76	89 46	3 50	16 67	160
	Elementary schools	1 637 50	.....	2 443 06	176 67	54 66	1 191	.....	8 33	.....
	Secondary schools	2 100	2 293 20	24 564 30	763 22	1 103 42	101 37	3 50	25	160
Total.....										
2d sup'y's dist.	1 800	1 800	1 419 16	27 505 48	1 217 73	877 99	777 05	68	20 12	90
	Elementary schools.	625	2 400	5 586 50	1 125	439 26	20 13	23	20 33	.....
	Secondary schools	4 200	2 544 16	33 090 98	1 837 73	1 089 99	1 216 31	95	40 25	90
Total.....										

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- MUNITY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Wyoming co. (concluded)										
3d sup'y'y dist.										
Elementary schools.....		\$1 580 ..	\$2 334 50	\$27 736 38	\$1 300 95	\$1 213 10	\$388 70	\$28 ..	\$167 52	.....
Secondary schools.....		3 079 ..	4 800 ..	5 918 ..	701 02	1 103 83	534 58	12 ..	120 20	.....
Total.....		4 659 ..	3 134 50	33 654 38	2 002 57	1 316 93	723 28	40 ..	287 81	.....
Yates co., 1st sup'y'y dist.										
Elementary schools.....	\$600 ..	1 200 ..	1 838 50	25 897 80	1 241 97	520 14	60 84	107 ..	25 ..	\$30 ..
Secondary schools.....	300 ..	1 800 ..	1 600 ..	7 080 ..	650 ..	155 06	87 92	.....	25 ..	.....
Total.....	1 100 ..	3 000 ..	3 438 50	32 977 80	1 891 97	675 20	148 06	107 ..	50 ..	80 ..
2d sup'y'y dist.										
Elementary schools.....		200 ..	1 065 ..	17 512 ..	450 42	667 01	282 75	15 ..	.....	450 ..
Secondary schools.....		1 365 ..	725 ..	725 ..	90 ..	10 ..	102 ..	.....	.....	.....
Total.....		1 565 ..	1 065 ..	18 237 ..	540 42	677 01	384 75	15 ..	.....	450 ..
CITIES										
Albany										
Elementary schools.....	2 200 ..	42 480 ..	.....	185 180 04	16 906 66	395 75	12 431 30	4 401 82	4 518 58	.....
Secondary schools.....	800 ..	3 000 ..	20 350 ..	29 495 67	3 133 33	553 65	6 889 08	.....	1 566 ..	.....
Total.....	3 000 ..	45 480 ..	20 350 ..	214 675 71	20 039 99	949 40	19 320 38	4 401 82	6 084 58	.....
Amsterdam										
Elementary schools.....	2 750 ..	12 025 ..	.....	40 145 12	5 492 ..	401 67	1 852 96	900 ..	772 ..	.....
Secondary schools.....	250 ..	2 100 ..	2 650 ..	8 000 ..	1 480 ..	505 45	1 357 86	.....	1 357 86	.....
Total.....	3 000 ..	14 125 ..	2 650 ..	48 145 12	6 972 ..	907 12	3 210 82	900 ..	772 ..	.....
Auburn										
Elementary schools.....	3 500 ..	14 639 26	.....	59 281 15	8 410 72	100 02	2 604 76	630 88	2 508 90	.....
Secondary schools.....	.....	3 650 ..	11 136 ..	10 163 54	1 607 89	184 59	518 48	.....	.....	.....
Total.....	3 500 ..	18 289 26	11 136 ..	69 444 69	10 018 61	284 61	3 183 24	630 88	2 508 90	.....

Binghamton	2 300 ..	17 020 ..	10 200 ..	9 500 94	3 917 10	648 ..	2 444 12
Elementary schools.....	700 ..	3 105 ..	10 200 ..	2 015 87	38 75 ..	72 ..	459 10
Secondary schools.....	3 000 ..	20 125 ..	10 200 ..	11 516 81	3 955 85	720 ..	2 903 22
Total.....							
Buffalo	5 198 91	135 805 ..	1 184 50	112 417 85	107 919 84	18 050 39	25 292 40
Elementary schools.....	391 322	11 125 ..	44 950 ..	113 323 89	8 354 ..	..	2 810 26
Secondary schools.....	5 590 23	146 930 ..	46 134 50	125 567 85	116 273 84	18 050 39	28 102 66
Total.....							
Cohoes	1 500 ..	7 530 ..	..	4 248 ..	315 ..	..	40 ..
Elementary schools.....	1 500 ..	1 500 ..	..	4 300 ..	75 ..	..	10 ..
Secondary schools.....	1 800 ..	9 030 ..	..	4 128 ..	390 ..	..	50 ..
Total.....							
Corning	1 500 ..	3 950 ..	2 450 ..	1 773 43	192 28	245 10	200 ..
Elementary schools.....	1 000 ..	75 ..	2 450 ..	1 500 ..	302 ..	..	41 64
Secondary schools.....	2 500 ..	4 025 ..	2 450 ..	2 275 43	422 28	245 10	241 64
Total.....							
Cortland	2 000 ..	1 000 ..	..	1 700 ..	800 ..	250 ..	..
Elementary schools.....	400 ..	400 ..	1 000 ..	211 50	87 66	..	..
Secondary schools.....	2 400 ..	1 400 ..	1 000 ..	1 611 50	887 66	250 ..	..
Total.....							
Dunkirk	1 800 ..	8 093 75	320 ..	4 170 ..	2 472 22	1 095 ..	640 ..
Elementary schools.....	800 ..	3 745 ..	4 600 ..	2 146 48	520 20	..	240 ..
Secondary schools.....	2 500 ..	11 838 75	4 920 ..	6 316 48	2 992 42	1 095 ..	880 ..
Total.....							
Elmira	3 000 ..	17 937 06	..	7 021 90	3 218 87	975 73	2 734 ..
Elementary schools.....	1 000 ..	2 500 ..	7 052 50	508 ..	1 311 06	100 ..	303 77
Secondary schools.....	4 000 ..	20 437 06	7 052 50	7 529 90	4 529 93	1 075 73	3 037 77
Total.....							
Fulton	1 600 ..	730 ..	850 ..	1 900 ..	541 20	150 ..	200 ..
Elementary schools.....	800 ..	1 560 ..	1 211 ..	300 ..	137 71	50 ..	65 ..
Secondary schools.....	2 400 ..	2 290 ..	2 071 ..	2 200 ..	678 91	200 ..	255 ..
Total.....							
Geneva	1 250 ..	3 650 ..	..	2 152 ..	95 ..	400 ..	10 ..
Elementary schools.....	1 250 ..	225 ..	4 900 ..	10 525 ..	..	..	115 ..
Secondary schools.....	2 500 ..	3 875 ..	4 900 ..	2 982 ..	295 ..	400 ..	125 ..
Total.....							
Glen Falls	1 800 ..	3 940 ..	..	1 483 80	1 383 78	400 ..	..
Elementary schools.....	800 ..	3 475 ..	1 200 ..	800 ..	589 29	..	..
Secondary schools.....	2 600 ..	7 415 ..	1 200 ..	2 253 30	1 973 07	400 ..	..
Total.....							

TABLE 6 (continued)  
Financial statement showing payments by public schools

CITIES	SALARIES						LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.						
			MEN	WOMEN							
Gloversville											
Elementary schools	\$2 383 33	\$8 015 20	...	\$33 107 77	\$ 3 790 ..	\$39 66	\$1 724 08		\$550 .	...	...
Secondary schools	400 .	2 000 .	\$1 100 .	10 518 31	1 000 ..	26 03	500 .		...	...	...
Total	2 783 33	10 015 20	1 100 .	43 626 08	4 790 ..	115 69	2 224 08		550	...	...
Hornell											
Elementary schools	1 450	5 775 .	...	23 852 43	4 835 ..	244 97	2 273 02		...	...	...
Secondary schools	1 050	2 010 .	...	10 133 25	1 248 60	34 60	559 25		...	...	...
Total	2 500 .	7 785 .	...	33 985 68	6 083 60	279 57	2 832 27		...	...	...
Hudson											
Elementary schools	1 600 .	...	...	15 910 09	395 ..	157 67	875 .		400 .	\$75	...
Secondary schools	1 400 .	...	2 740 .	3 518 50	900 .	122 19	472 32		...	25	...
Total	2 000 .	...	2 740 .	19 428 59	1 295 .	279 86	1 347 32		400 .	100 .	...
Utica											
Elementary schools	2 600 .	...	2 200	30 283 11	3 120 99	100 .	3 037 14		515 .	1 017 73	...
Secondary schools	1 000 .	...	6 998 .	11 640 37	1 191 01	117 46	711 71		...	339 24	...
Total	3 600 .	...	9 198 .	41 923 48	4 312 ..	217 46	3 748 85		515	1 356 97	...
Jamestown											
Elementary schools	1 800 .	7 098 25	850	69 806 67	5 227 93	657 57	4 693 70		400 ..	1 758 71	...
Secondary schools	1 199 .	4 800 .	4 074 .	14 896 26	3 485 26	317 79	3 129 10		...	1 172 46	...
Total	2 999 .	11 898 25	4 924 .	84 702 93	8 713 19	975 36	7 822 80		400 ..	2 931 17	...
Johnstown											
Elementary schools	1 613 24	4 642 52	...	17 150	2 900 98	272 96	1 391 55		240	797 71	...
Secondary schools	378 41	2 019 65	2 233 34	7 652 50	734 ..	64 02	326 41		60	187 12	...
Total	1 991 65	6 662 17	2 233 34	24 802 50	3 684 98	336 98	1 717 96		300 .	984 83	...
Kingston											
Elementary schools	1 800 .	11 175 .	...	46 211 79	4 719 94	460 06	5 273 55		1 062 17	900 .	...
Secondary schools	800 .	3 400 .	2 600 .	15 170 72	1 049 99	142 34	1 033 75		...	300 .	...
Total	2 600 .	14 575 .	2 600 .	61 382 51	5 769 93	602 40	6 307 30		1 062 17	1 200 .	...

Lackawanna	Elementary schools	1 400 ..	3 650 ..	23 292 91	4 130 ..	278 75	2 705 80	505 ..	150 ..
	Secondary schools	500 ..	1 375 ..	26 592 91	3 315 ..	428 75	820 30	210 ..	80 ..
	Total	1 900 ..	5 025 ..		4 445 ..		3 526 10	715 ..	230 ..
Little Falls	Elementary schools	1 200 ..	3 775 ..	10 111 25	1 760 ..	239 47	746 11	443 08	.....
	Secondary schools	799 93	2 075 ..	3 600 ..	499 96	76 15	300 95	.....	.....
	Total	1 999 93	5 850 ..	13 711 25	2 259 96	315 62	1 047 06	443 08	.....
Lockport	Elementary schools	1 800 ..	8 339 88	31 368 25	5 622 90	1 285 03	2 998 33	721 84	1 083 32
	Secondary schools	600 ..	2 300 ..	8 652 03	1 000 ..	74 40	300 ..	50 ..	494 44
	Total	2 400 ..	10 639 88	40 020 28	6 622 90	1 359 43	3 298 33	771 84	1 577 76
Middletown	Elementary schools	1 900 ..	9 005 71	27 854 41	4 045 58	300 ..	4 178 78	550 ..	991 76
	Secondary schools	700 ..	2 000 ..	6 814 17	937 85	117 20	911 71	.....	.....
	Total	2 600 ..	11 005 71	34 668 58	4 983 43	417 20	5 090 49	550 ..	991 76
Mount Vernon	Elementary schools	2 493 30	28 436 21	108 590 93	10 879 07	.....	10 248 46	960 ..	3 208 40
	Secondary schools	1 000 ..	5 346 ..	32 857 36	1 559 54	.....	3 083 40	.....	1 000 ..
	Total	3 493 30	33 782 21	141 448 29	12 438 61	.....	13 333 86	960 ..	4 208 40
New Rochelle	Elementary schools	4 500 ..	18 320 ..	106 530 67	10 607 71	303 20	7 202 41	1 000 ..	5 475 08
	Secondary schools	2 100 ..	4 450 ..	18 513 50	1 636 50	328 10	2 930 10	.....	800 ..
	Total	4 500 ..	22 770 ..	125 044 17	12 264 21	631 30	10 141 51	1 000 ..	6 275 08
New York	Elementary schools	7 900 ..	1 622 215 05	*19 903 098 91	1 318 673 37	62 335 28	1 299 001 92	209 717 67	.....
	Secondary schools	2 100 ..	96 553 91	3 183 091 42	1 130 976 71	8 590 47	1 727 709 65	.....	.....
	Total	10 000 ..	1 718 768 96	23 086 188 33	1 449 650 08	70 925 75	1 371 711 57	209 717 67	.....
Newburgh	Elementary schools	1 700 ..	10 100 ..	55 416 ..	6 138 44	1 400 75	4 585 05	843 72	140 ..
	Secondary schools	500 ..	2 850 ..	9 400 ..	800 ..	2 649 60	2 231 52	.....	50 ..
	Total	2 200 ..	13 050 ..	64 466 ..	6 938 44	4 050 35	6 816 57	843 72	190 ..
Niagara Falls	Elementary schools	2 000 ..	16 690 06	74 703 08	9 046 80	.....	4 443 89	840 ..	.....
	Secondary schools	4 800 ..	4 830 ..	18 426 15	2 125 ..	384 40	2 213 17	.....	.....
	Total	3 000 ..	21 020 06	93 129 23	11 171 80	384 40	7 657 06	840 ..	.....
North Tonawanda	Elementary schools	2 080 ..	9 460 ..	24 312 58	2 545 83	3 000 ..	2 700 05	400 ..	170 ..
	Secondary schools	520 ..	2 540 ..	7 350 58	1 290 80	139 79	600 80	100 ..	42 50
	Total	2 600 ..	12 000 ..	31 663 16	3 745 83	3 139 79	3 300 85	500 ..	212 50

\* Includes salaries of men.

TABLE 6 (continued)  
Financial statement showing payments by public schools

[CITIES]	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICERS	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Ogdensburg Elementary schools..... Secondary schools..... Total.....	\$1 500 .. 600 .. 2 100 ..	\$6 390 43 1 900 .. 8 290 43	.. \$1 900 .. 1 900 ..	\$16 239 35 4 147 76 20 387 10	\$3 790 26 .. 980 98 .. 4 771 24	.. \$95 07 95 07	\$1 725 36 66 50 1 791 86	\$400 .. 100 .. 500 ..	\$300 .. 150 .. 450 ..	..
Olean Elementary schools..... Secondary schools..... Total.....	2 187 50 312 50 2 500 ..	7 550 .. 3 500 .. 11 050 ..	.. 4 800 .. 4 800 ..	32 282 23 11 200 .. 43 482 23	5 972 66 853 76 6 826 42	75 .. 146 25 221 25	4 948 50 621 21 4 969 71	525 .. .. 525 ..	1 530 243 75 1 773 75	..
Oneida Elementary schools..... Secondary schools..... Total.....	1 350 .. 450 .. 1 800 ..	3 136 64 1 800 .. 4 936 64	2 25 1 600 .. 1 602 25	12 485 17 4 775 .. 17 260 17	2 194 35 798 .. 2 992 35	24 12 254 04 278 16	463 94 222 28 686 22	120 .. .. 120 ..	.. 254 04 ..	..
Oneonta Elementary schools..... Secondary schools..... Total.....	1 300 .. 700 .. 2 000 ..	1 950 .. 2 225 .. 4 175 ..	.. 800 .. 800 ..	11 208 62 6 850 .. 18 118 62	1 311 04 759 .. 2 070 04	140 64 128 96 269 60	1 739 16 522 52 2 261 68	147 25 .. 147 25	.. 128 96 ..	..
Oswego Elementary schools..... Secondary schools..... Total.....	1 375 .. 275 .. 1 650 ..	11 476 78 1 951 50 13 428 28	.. 2 410 50 2 410 50	22 389 80 9 789 26 32 179 06	4 611 45 630 .. 5 241 45	644 84 128 97 773 81	966 22 150 .. 1 116 22	691 53 126 .. 816 53	.. .. ..	..
Plattsburg Elementary schools..... Secondary schools..... Total.....	1 500 .. 500 .. 2 000 ..	5 000 .. 1 625 .. 6 625 ..	.. 2 025 .. 2 025 ..	12 042 50 4 125 .. 16 167 50	1 760 .. .. 2 360 ..	117 78 80 48 198 26	854 54 157 87 1 012 41	458 37 .. 458 37	400 .. 100 04 500 04	..
Port Jervis Elementary schools..... Secondary schools..... Total.....	1 533 34 316 66 1 900 ..	2 975 .. 1 385 .. 4 360 ..	.. 850 .. 850 ..	19 626 88 26 400 .. 26 426 88	2 137 .. 6 800 .. 2 537 ..	3 200 .. 83 82 3 283 82	1 057 31 250 49 1 307 80	300 .. .. 300 ..	381 16 42 18 423 34	..

Poughkeepsie	Elementary schools.....	2 312 40	9 980 24	.....	36 063 94	5 319 54	.....	4 643 68	788 69	1 086 35
	Secondary schools.....	687 60	2 997 71	5 091 10	11 352 82	11 352 82	.....	2 318 31	206 28	2 537 03
	Total.....	3 000 ..	12 977 95	5 091 10	47 416 76	6 351 04	.....	6 961 99	994 97	1 573 38
Rouselet	Elementary schools.....	1 000 ..	3 300 ..	.....	22 487 ..	2 172 60	147 66	1 555 01	600 ..	435 12
	Secondary schools.....	500 ..	200 ..	.....	5 840 ..	300 ..	49 23	647 68	120 ..	145 50
	Total.....	1 500 ..	3 500 ..	.....	28 327 ..	2 472 60	196 89	2 202 69	720 ..	580 62
Rochester	Elementary schools.....	4 000 ..	34 794 62	1 718 76	508 322 71	42 795 23	4 523 25	10 528 80	2 100 ..	27 973 40
	Secondary schools.....	1 000 ..	5 500 ..	57 472 53	64 132 40	9 883 08	2 166 52	1 768 39	.....	2 000 ..
	Total.....	5 000 ..	40 294 62	59 191 28	572 505 11	52 678 31	6 689 77	12 317 19	2 100 ..	29 973 40
Rome	Elementary schools.....	1 725 ..	5 921 75	475 ..	21 819 18	2 025 ..	30 90	739 29	243 75	374 88
	Secondary schools.....	575 ..	2 000 ..	3 575 ..	6 889 25	950 ..	45 94	200 10	81 25	124 96
	Total.....	2 300 ..	7 921 75	4 050 ..	28 708 43	2 975 ..	76 44	939 39	325 ..	499 84
Schenectady	Elementary schools.....	3 014 82	33 200 ..	.....	103 712 92	16 815 86	2 181 19	3 666 94	1 680 ..	1 972 93
	Secondary schools.....	376 85	3 000 ..	9 080 ..	27 950 ..	2 040 ..	305 ..	11 086 17	.....	246 51
	Total.....	3 391 67	36 200 ..	9 080 ..	191 662 92	18 855 86	2 486 19	14 753 11	1 680 ..	2 219 54
Syracuse	Elementary schools.....	4 000 ..	70 111 25	5 312 ..	271 243 16	31 047 18	1 651 50	10 489 31	3 408 58	.....
	Secondary schools.....	.....	8 600 ..	37 370 ..	68 243 35	13 032 ..	396 ..	832 64	.....	.....
	Total.....	4 000 ..	78 611 25	42 682 ..	339 582 51	44 079 18	2 047 50	10 871 57	3 408 58	.....
Tonawanda	Elementary schools.....	1 800 ..	1 025 ..	550 ..	18 506 45	3 169 50	205 67	1 309 03	375 ..	100 ..
	Secondary schools.....	700 ..	2 175 ..	550 ..	5 800 ..	1 110 ..	450 ..	1 580 90	75 ..	50 ..
	Total.....	2 500 ..	3 200 ..	1 100 ..	24 306 45	4 272 50	655 67	1 979 93	450 ..	150 ..
Troy	Elementary schools.....	3 000 ..	19 075 ..	750 ..	139 743 ..	17 313 53	473 08	6 523 43	1 213 40	2 098 18
	Secondary schools.....	.....	2 500 ..	12 700 ..	14 275 ..	2 960 ..	158 52	670 47	.....	1 100 ..
	Total.....	3 000 ..	21 575 ..	13 450 ..	154 023 ..	20 273 53	631 60	7 193 90	1 213 40	3 198 18
Utica	Elementary schools.....	3 500 ..	22 650 ..	3 050 ..	161 824 28	18 174 39	108 ..	12 278 67	1 900 ..	4 100 ..
	Secondary schools.....	.....	2 700 ..	21 950 ..	23 545 03	3 318 59	42 86	1 540 11	.....	.....
	Total.....	3 500 ..	25 350 ..	25 000 ..	185 369 31	21 492 98	150 86	13 818 78	1 900 ..	4 100 ..
Watertown	Elementary schools.....	2 000 ..	8 580 ..	.....	49 477 64	8 029 ..	128 35	3 840 42	553 45	375 97
	Secondary schools.....	500 ..	3 050 ..	2 400 ..	14 000 ..	1 228 ..	13 83	14 000 ..	.....	75 19
	Total.....	2 500 ..	11 630 ..	2 400 ..	63 477 64	9 257 ..	142 18	4 240 42	553 45	451 16

TABLE 6 (continued)  
Financial statement showing payments by public schools

CITIES	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR COM- PULSORY ATTEND- ANCE	FOR SCHOOL BOARD AND BUSINESS OFFICES	TRANS- PORTA- TION OF PUPILS
	SUPERIN- TENDENT	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
			MEN	WOMEN						
Watervliet	\$1 400 ..	\$5 850 ..		\$24 250 80	\$3 120 ..				\$110 ..	
Elementary schools	600 ..	2 550 ..	\$850 ..	5 050 ..	600 ..	\$18 94 ..		\$900 ..	49 10 ..	
Secondary schools	2 000 ..	8 400 ..	850 ..	20 300 80	3 720 ..	18 94 ..		1 100 ..	159 10 ..	
Total										
Yonkers	4 000 ..	22 987 ..		321 565 95	27 736 50	789 72 ..	\$19 031 ..	1 800 ..	8 484 82 ..	
Elementary schools	1 000 ..	8 870 ..	19 450 ..	35 665 ..	4 089 50	125 74 ..	7 223 91 ..		1 031 39 ..	
Secondary schools	5 000 ..	31 657 ..	19 450 ..	357 230 95	31 826 ..	915 46 ..	26 254 91 ..		9 516 21 ..	
Total										
Cities, elementary	\$113 166 84	\$2 311 451 68	\$18 408 50	\$24 215 226 14	\$1 775 104 43	\$92 001 46	\$1 581 758 76	\$265 200 42	\$104 860 47	
Towns, elementary	57 621 67	332 504 48	512 452 38	5 792 670 56	391 570 76	155 801 20	154 724 34	25 641 64	22 212 01	\$60 720 09
Total, elementary	\$170 788 51	\$2 643 956 16	\$530 860 88	\$30 007 896 70	\$2 166 675 19	\$247 802 66	\$1 736 483 10	\$290 842 06	\$127 072 48	\$60 720 09
Cities, secondary	\$30 432 27	\$232 738 77	\$356 537 21	\$3 946 692 58	\$223 456 90	\$22 053 60	\$143 142 70	\$1 549 53	\$15 987 28	
Towns, secondary	29 576 67	504 205 81	121 927 73	920 598 38	111 251 32	36 563 03	59 660 33	3 647 28	9 254 71	
Total, secondary	\$60 008 94	\$736 944 58	\$478 514 94	\$4 867 290 96	\$334 708 22	\$58 616 63	\$202 803 03	\$5 196 81	\$25 241 99	
Total, cities	\$143 599 11	\$2 544 190 45	\$374 905 71	\$28 161 918 72	\$1 998 561 33	\$114 055 06	\$1 724 901 46	\$266 749 95	\$120 847 75	
Total, towns	87 198 34	836 710 29	634 380 11	6 713 268 94	502 822 08	192 364 23	214 384 67	29 283 92	31 466 72	\$60 720 09
Total, State	\$230 797 45	\$3 380 900 74	\$1 009 375 82	\$34 875 187 66	\$2 501 383 41	\$306 419 29	\$1 939 286 13	\$296 038 87	\$152 314 47	\$60 720 09
SPECIAL SCHOOLS										
College of the City of N. Y., acad. dept										
Elementary	\$4 750 ..	\$2 900 ..	\$184 330 50		\$16 104 ..		\$6 428 43 ..		\$6 706 ..	
Secondary							6 428 43 ..		6 706 ..	
Total	4 750 ..	2 900 ..	184 330 50		16 104 ..					



<b>N. Y. Inst. for the Blind</b>									
Elementary.....	7 837 50	7 068 ..	\$10 355 ..	16 093 73	..	17 143 11	..	..	..
Secondary.....	412 50	372 ..	545 ..	847 04	..	902 27	..	..	..
Total.....	8 250 ..	7 440 .	10 900 .	16 940 77	..	18 045 38	..	..	..
<b>N. Y. State Normal Col., h. s. dep't.</b>									
Albany.....	..	..	..	..	..	..	..	..	..
Elementary.....	2 000 ..	..	4 050 ..	..	..	..	..	..	..
Secondary.....	2 000 .	..	4 050 .	..	..	..	..	..	..
Total.....	..	..	..	..	..	..	..	..	..
<b>N. Y. State School for the Blind,</b>									
Batavia.....	700	2 361 20	5 894 80	1 749 47	..	..	..	..	..
Elementary.....	175	590 30	1 473 70	437 37	..	..	..	..	..
Secondary.....	..	..	..	..	..	..	..	..	..
Total.....	875	2 951 50	7 368 50	2 186 84	..	..	..	..	..
<b>Normal Col. of the City of N. Y.,</b>									
h. s. dep't.....	..	..	..	..	..	..	..	..	..
Elementary.....	..	..	..	200 .	..	2 000 .	..	550	..
Secondary.....	..	..	..	300 .	..	3 450 .	..	2 500	..
Total.....	..	..	..	500 .	..	5 450 .	..	3 050 .	..
<b>Special schools, elementary.....</b>									
..	\$2 000 .	\$8 537 50	\$49 249 80	\$18 043 20	..	\$19 143 11	..	\$550 ..	..
..	5 250 .	5 487 50	113 106 38	17 033 41	..	10 780 70	..	9 206 .	..
<b>Special schools, secondary.....</b>									
..	\$7 250 .	\$14 025 .	\$162 356 18	\$35 731 61	..	\$29 923 81	..	\$9 756 .	..
<b>Total, special schools.....</b>									

a Includes salary of principal.

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Albany co., 1st sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	\$434 42 141 09 575 51	\$2 942 54 113 49 3 056 03	..... ..... .....	\$2 940 03 319 80 3 268 83	\$2 743 75 187 75 2 931 50	\$1 879 58 261 56 2 141 14	\$843 77 253 12 1 096 89	\$4 353 61 ..... 4 353 61	\$46 939 30 5 062 35 52 601 65
2d sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	67 45 ..... 67 45	690 32 ..... 690 32	\$56 37 ..... 56 37	1 441 52 ..... 1 441 52	500 ..... 500	100 ..... 100	1 060 75 ..... 1 060 75	1 398 96 ..... 1 398 96	28 367 46 ..... 28 367 46
3d sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	309 01 36 01 345 02	7 818 33 27 74 7 846 07	15 ..... 15	3 037 85 109 86 3 147 71	4 616 67 333 33 4 950	1 509 98 100 1 609 98	2 253 84 117 81 2 371 15	9 930 82 ..... 9 930 82	72 348 44 2 948 52 75 296 96
Allegany co., 1st sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	210 70 ..... 210 70	989 89 164 51 1 154 40	..... ..... .....	1 677 52 355 69 2 033 21	750 250 1 000	130 110 240	439 79 122 64 562 43	2 141 03 288 45 2 399 48	31 355 76 5 169 34 36 525 10
2d sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	180 44 536 28 716 72	1 708 58 989 73 2 698 31	666 67 333 33 1 000	2 038 33 1 001 06 3 039 44	825 675 1 500	921 93 754 32 1 676 25	1 776 32 1 051 24 2 827 56	3 944 04 ..... 3 944 04	40 030 61 19 231 36 59 261 97
3d sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	128 35 47 73 176 08	2 398 91 3 616 37 3 015 28	1 082 51 ..... 1 082 51	1 798 87 397 18 2 196 05	1 933 66 1 066 34 3 000	777 ..... 1 165	1 116 32 1 032 18 1 500 93	6 130 09 1 032 18 7 162 27	40 628 89 12 040 03 52 668 92
4th sup'y'y dist. Elementary schools . . . . . Secondary schools . . . . . Total . . . . .	257 04 232 56 490 60	624 48 273 92 898 40	276 25 184 16 460 41	1 586 89 508 96 2 095 34	906 67 493 33 1 400	355 93 190 07 545	374 62 42 86 417 48	1 846 26 ..... 1 846 26	28 198 64 8 520 88 36 719 52

<b>5th sup'y's dist.</b>							
Elementary schools.....	1 269 86	2 817 11	3 250 ..	3 025 90	1 277 52	2 853 16	47 919 85
Secondary schools.....	434 18	1 208 55	1 600 ..	7 50	766 63	1 779 ..	21 745 58
Total.....	1 704 04	4 025 66	4 850 ..	4 804 90	2 044 15	2 853 16	69 665 44
<b>Broomes co., 1st sup'y's dist.</b>							
Elementary schools.....	832 50	1 477 66	550 ..	11 67	1 378 40	2 752 13	30 624 05
Secondary schools.....	155 74	300 ..	350 ..	7 50	420 ..	7 50	5 339 95
Total.....	988 24	1 777 66	900 ..	19 17	1 798 40	2 752 13	35 964 ..
<b>2d sup'y's dist.</b>							
Elementary schools.....	1 251 29	1 398 55	.....	.....	1 244 89	2 386 74	26 696 25
Secondary schools.....	130 08	141 14	.....	.....	100 ..	2 704 36	2 704 36
Total.....	1 381 37	1 539 69	.....	.....	1 344 89	2 386 74	29 400 55
<b>3d sup'y's dist.</b>							
Elementary schools.....	1 619 37	2 761 69	3 300 ..	1 574 80	3 872 09	5 174 72	56 012 31
Secondary schools.....	550 09	808 94	1 425 ..	711 ..	1 403 08	.....	13 745 26
Total.....	2 169 46	3 570 63	4 725 ..	2 285 80	4 775 17	5 174 72	69 757 57
<b>4th sup'y's dist.</b>							
Elementary schools.....	793 98	1 411 88	250 ..	100 ..	540 82	2 634 47	28 020 27
Secondary schools.....	61 12	361 25	250 ..	200 ..	162 62	6 369 86	6 369 86
Total.....	855 10	1 772 63	500 ..	200 ..	703 44	3 163 71	34 390 13
<b>Cattaraugus co., 1st sup'y's dist.</b>							
Elementary schools.....	1 953 21	2 327 02	966 67	628 66	722 65	4 363 88	40 909 20
Secondary schools.....	250 52	698 46	633 33	343 34	165 53	1 039 82	11 791 28
Total.....	334 71	3 020 48	1 600 ..	970 ..	888 18	5 403 70	52 640 48
<b>2d sup'y's dist.</b>							
Elementary schools.....	1 312 40	1 975 39	1 450 ..	332 50	1 298 73	3 681 52	36 824 12
Secondary schools.....	117 75	398 32	2 000 ..	182 60	237 60	1 51 ..	8 519 04
Total.....	1 430 39	2 373 71	2 500 ..	516 ..	1 680 23	3 683 03	45 343 16
<b>3d sup'y's dist.</b>							
Elementary schools.....	4 726 59	4 701 24	3 094 18	3 390 92	1 228 21	6 611 92	74 217 67
Secondary schools.....	1 460 85	1 566 70	1 183 32	1 467 83	442 55	1 236 43	23 613 59
Total.....	6 187 44	6 268 03	4 277 50	4 807 80	1 671 06	7 848 35	97 831 26
<b>4th sup'y's dist.</b>							
Elementary schools.....	2 935 53	1 902 22	1 583 34	709 67	811 98	4 436 27	48 436 27
Secondary schools.....	1 189 19	680 94	849 99	357 67	472 98	1 194 15	15 807 05
Total.....	4 124 72	2 493 16	2 433 33	1 067 34	1 334 94	4 293 06	64 303 33
<b>5th sup'y's dist.</b>							
Elementary schools.....	1 812 27	2 263 59	2 025 ..	386 ..	1 024 12	3 024 20	37 053 34
Secondary schools.....	193 62	310 89	675 ..	76 42	.....	.....	4 972 27
Total.....	1 941 89	2 574 48	2 700 ..	516 ..	1 105 54	3 024 20	42 055 61

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL-HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Cayuga co., 1st sup'y's dist.									
Elementary schools.....	\$68 81	\$1 131 35	.....	\$1 494 30	\$166 67	\$66 67	\$674 97	\$2 175 15	\$26 486 85
Secondary schools.....	73 21	200 56	.....	33 33	83 33	33 33	77 71	705 02	4 715 13
Total.....		1 251 92	.....	1 694 86	250 ..	100 ..	752 68	2 880 17	31 201 98
2d sup'y's dist.									
Elementary schools.....	217	2 066 15	.....	2 313 04	1 200 ..	990 50	1 482 89	2 603 33	34 658 67
Secondary schools.....	43 76	443 10	.....	370 62	800 ..	500 ..	135 12	1 209 65	9 475 53
Total.....	260 76	2 509 25	.....	2 683 66	2 000 ..	1 490 50	1 617 61	3 812 98	44 134 20
3d sup'y's dist.									
Elementary schools.....	131 69	1 364 90	.....	1 903 74	500 ..	180 ..	3 403 49	3 277 79	33 133 26
Secondary schools.....	8 80	219 50	.....	111 66	.....	.....	207 40	74 29	3 467 17
Total.....	140 49	1 584 40	.....	2 015 40	500 ..	180 ..	3 610 89	3 352 08	36 600 43
4th sup'y's dist.									
Elementary schools.....	53 20	626 51	\$9 60	1 032 04	200 ..	29 50	388 23	2 874 59	22 134 20
Secondary schools.....	53 20	626 51	9 60	1 032 04	200 ..	29 50	388 23	2 874 59	22 134 20
Total.....									
5th sup'y's dist.									
Elementary schools.....	109 05	937 04	100	1 543 05	.....	.....	485 61	1 870 20	25 421 39
Secondary schools.....	229 05	110 ..	.....	350 ..	.....	.....	100 ..	175 ..	4 846 98
Total.....		1 047 04	100 ..	1 893 05	.....	.....	585 61	2 045 20	30 268 37
Chattanooga co., 1st sup'y's dist.									
Elementary schools.....	653 82	2 267 29	51 ..	1 755 46	1 478 50	79 84	1 458 89	4 414 49	41 630 36
Secondary schools.....	350 11	481 88	.....	1 600 15	1 600 ..	87 ..	2 585 95	1 44 09	13 338 13
Total.....	1 003 93	2 749 17	51 ..	2 105 61	3 078 50	100 33	4 044 84	4 428 58	54 968 49
2d sup'y's dist.									
Elementary schools.....	332 55	1 582 74	150 ..	1 250 96	359 67	274 ..	822 95	2 245 79	27 217 60
Secondary schools.....	427 26	267 48	.....	293 77	483 33	305 ..	517 78	716 66	8 182 37
Total.....		1 850 22	150 ..	1 544 73	843 ..	609 ..	1 340 73	2 962 45	35 399 97



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS', SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Chenango co. (concluded)									
5th sup'y's dist.									
Elementary schools.....	\$601 36	\$2 161 82	\$140 12	\$2 331 98	\$3 750 ..	\$1 299 47	\$808 24	\$3 831 82	\$51 961 27
Secondary schools.....	716 19	861 21	..	1 193 91	50 ..	23	470 52	.....	18 293 46
Total.....	1 317 55	3 023 03	110 12	3 525 89	3 800 ..	1 322 47	1 278 76	3 831 82	70 254 72
Clinton co., 1st sup'y's dist.									
Elementary schools.....	207 11	1 378 32	218 24	2 905 35	1 221 45	111 35	1 163 97	3 403 71	48 328 89
Secondary schools.....	131 83	142 34	.....	654 33	1 228 55	14 43	138 11	534 56	6 286 23
Total.....	338 94	1 515 66	218 24	3 459 68	1 460 ..	125 78	1 302 08	3 938 27	54 616 12
2d sup'y's dist.									
Elementary schools.....	377 03	2 076 55	173 43	2 549 63	850 ..	636 ..	1 336 99	2 260 49	36 183 30
Secondary schools.....	30 ..	225 36	.....	439 15	200 ..	147 75	286 10	.....	4 427 93
Total.....	407 03	2 301 91	173 43	2 988 81	1 050 ..	783 75	1 623 09	2 260 49	40 611 23
3d sup'y's dist.									
Elementary schools.....	589 50	2 910 48	.....	2 440 69	1 174 07	282 15	1 036 08	2 794 54	39 901 87
Secondary schools.....	392 49	727 20	.....	355 61	460 ..	220 50	213 02	414 25	10 138 94
Total.....	981 99	3 637 69	.....	2 796 30	1 624 07	502 65	1 249 10	3 208 79	50 040 81
Columbia co., 1st sup'y's dist.									
Elementary schools.....	142 03	1 420 10	.....	3 064 74	1 130 ..	255 59	626 34	5 178 11	44 646 37
Secondary schools.....	99 40	1 400 ..	.....	345 11	.....	.....	80 41	.....	8 809 90
Total.....	241 43	2 820 10	.....	3 409 85	1 130 ..	255 59	706 75	5 178 11	53 456 27
2d sup'y's dist.									
Elementary schools.....	478 23	2 631 70	.....	3 735 39	1 833 33	1 090 83	2 145 36	3 589 ..	58 477 03
Secondary schools.....	71 74	92 09	.....	229 50	166 67	16 67	276 33	.....	5 822 39
Total.....	549 97	2 723 79	.....	3 964 89	2 000 ..	1 107 50	2 421 69	3 747 05	64 299 92
3d sup'y's dist.									
Elementary schools.....	138 34	1 082 67	35 ..	1 470 81	275 ..	8 38	733 89	1 719 14	27 040 34
Secondary schools.....	33 ..	15 ..	.....	150 ..	150 ..	7 50	80 ..	15 ..	2 180 83
Total.....	171 34	1 097 67	35 ..	1 620 81	425 ..	16 88	813 89	1 734 14	29 221 17



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Dutchess co. (concluded)									
2d sup'v'y dist.									
Elementary schools . . . . .	\$352 69	\$2 730 20	\$5 510 26	\$2 686 67	\$2 040	\$811 . . .	\$3 864 84	\$6 974 75	\$64 125 89
Secondary schools . . . . .	168 01	257 89		284 20			787 53	550 67	7 298 12
Total . . . . .	520 70	2 988 09	5 510 26	2 970 86	2 040	811 . . .	4 652 37	7 525 42	71 424 01
3d sup'v'y dist.									
Elementary schools . . . . .	110 81	1 278 68		1 512 92			1 706 23	2 027 67	31 587 26
Secondary schools . . . . .	4 80	207 82		153 21			353 35	176 89	5 943 87
Total . . . . .	115 61	1 486 50		1 666 13			2 059 58	2 204 56	37 531 13
4th sup'v'y dist.									
Elementary schools . . . . .	912 48	2 889 49	6 863 33	3 298 09	1 916 66	664 37	2 092 31	2 767 32	55 665 38
Secondary schools . . . . .	740 01	597 95		1 147 56	1 533 34	614 38	1 387 94	384 73	17 881 10
Total . . . . .	1 652 49	3 487 44	6 863 33	4 445 65	3 500	1 308 75	3 479 35	3 152 05	73 546 48
Erie co., 1st sup'v'y dist.									
Elementary schools . . . . .	910 76	4 017 21	176 07	4 074 61	3 123 33	1 607 18	3 303 14	15 968 06	76 939 94
Secondary schools . . . . .	556 02	1 148 18		1 286 17	916 67	913 19	982 78	1 905 19	19 222 40
Total . . . . .	1 466 78	5 165 39	176 07	5 360 78	4 040	2 520 37	4 285 92	17 873 25	96 162 34
2d sup'v'y dist.									
Elementary schools . . . . .	1 976 54	17 259 43		7 882 97	10 593 75	6 971 43	9 560 48	14 162 86	145 737 24
Secondary schools . . . . .	1 480 37	2 676 36		844 20	1 400	1 297 25	1 931 29	1 905 19	30 137 71
Total . . . . .	3 456 91	19 935 79		8 727 26	11 993 75	8 268 68	11 541 77	14 162 86	175 874 95
3d sup'v'y dist.									
Elementary schools . . . . .	287 20	2 317 39	94 34	2 360 94	1 180	342 17	3 411 02	1 702 37	42 723 40
Secondary schools . . . . .	65 39	124 35		389 38	500	128 33	1 420 21	68 35	10 046 58
Total . . . . .	352 59	2 441 74	94 34	2 750 32	1 680	470 50	4 831 23	1 770 72	52 769 98
4th sup'v'y dist.									
Elementary schools . . . . .	546 62	2 923 36		2 200 29	250	70 . . .	1 513 99	4 672 47	43 516 52
Secondary schools . . . . .	239 80	544 37		287 88			597 14	885 97	9 780 24
Total . . . . .	786 32	3 467 73		2 488 17	250	70 . . .	2 111 13	5 558 44	53 296 76



[illegible]

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, PAINTING, IMPROVING ELECTRIC WIRING, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	PUMP, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Genesee co., 1st sup'y's dist.									
Elementary schools.....	\$1 767 30	\$5 409 90	\$3 055 ..	\$4 959 35	\$5 250 ..	\$2 286 88	\$15 016 61	\$14 086 69	\$23 845 08
Secondary schools.....	4 466 24	1 654 98	...	882 90	5 250 ..	...	3 700 07	...	30 896 51
Total.....	2 233 54	7 064 88	3 055 ..	5 822 25	...	2 286 88	18 716 88	14 086 69	154 742 19
2d sup'y's dist.									
Elementary schools.....	816 64	4 503 73	...	3 563 52	1 500 ..	4 387 50	1 682 ..	6 779 94	63 227 29
Secondary schools.....	670 48	2 419 92	...	1 003 30	...	...	524 77	...	14 709 85
Total.....	1 487 12	6 923 65	...	4 566 82	1 500 ..	4 387 50	2 206 77	6 779 94	77 937 14
Greene co., 1st sup'y's dist.									
Elementary schools.....	781 11	3 827 65	2 126 33	3 548 64	3 500 ..	2 153 ..	1 839 79	4 464 54	65 900 18
Secondary schools.....	70 64	932 49	...	1 211 44	200 ..	...	710 98	882 97	18 838 20
Total.....	851 75	4 760 07	2 126 33	4 760 08	3 700 ..	2 181 ..	2 550 77	5 347 51	84 447 38
2d sup'y's dist.									
Elementary schools.....	177 77	511 94	122 ..	1 403 74	885 ..	126 ..	1 123 ..	1 426 89	25 891 49
Secondary schools.....	16 96	14 ..	...	140 ..	165 ..	33 ..	55 59	98 52	3 283 49
Total.....	194 73	525 94	122 ..	1 543 74	1 050 ..	159 ..	1 178 69	1 525 41	20 174 98
3d sup'y's dist.									
Elementary schools.....	244 61	1 039 25	2 470 ..	1 647 92	1 500 ..	386 17	831 02	2 247 90	34 875 41
Secondary schools.....	172 70	87 33	3 070 ..	148 30	500 ..	82 ..	197 38	2 231 96	4 571 83
Total.....	417 31	1 126 58	...	1 796 31	2 000 ..	468 17	1 028 40	2 479 86	39 447 29
Hamilton co.									
Elementary schools.....	421 66	2 228 24	725 ..	5 350 87	2 100 ..	391 81	1 711 31	3 641 73	42 350 28
Secondary schools.....	88 69	259 69	...	840 07	80 ..	72 80	773 05	3 309 54	7 712 56
Total.....	510 35	2 487 93	725 ..	6 190 94	2 180 ..	464 61	2 484 36	4 041 27	50 062 84
Herkimer co., 1st sup'y's dist.									
Elementary schools.....	500 32	6 180 98	92 25	4 850 48	4 060 ..	2 882 25	4 345 77	3 847 76	79 947 41
Secondary schools.....	438 38	1 498 93	...	1 217 15	650 ..	379 ..	1 543 20	4 80 ..	23 420 27
Total.....	938 70	7 679 91	92 25	6 067 63	4 700 ..	3 261 25	5 888 97	3 852 56	103 287 68







TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL-HOUSES, HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
<i>Nassau co. (concluded)</i>									
2d sup'y'y dist.									
Elementary schools .....	\$5 529 03	\$21 910 29	\$175 .	\$18 769 97	\$35 528 34	\$31 674 98	\$30 823 11	\$71 666 27	\$119 863 43
Secondary schools .....	1 649 09	6 657 34	..	4 192 74	4 104 62	4 104 62	6 265 32	5 204 92	86 449 25
Total .....	7 175 12	28 567 63	175 .	22 962 71	41 845 .	35 779 60	37 088 43	76 931 19	506 312 08
<i>Niagara co., 1st sup'y'y dist.</i>									
Elementary schools .....	1 436 12	1 466 24	1 000 .	2 497 50	..	1 006 25	4 613 21	8 810 66	47 894 35
Secondary schools .....	1 085 .	2 814 31	1 000 .	509 56	..	1 077 25	4 879 37	..	15 428 01
Total .....	2 521 12	2 251 05	2 000 .	3 007 06	..	2 083 50	9 492 58	8 810 66	63 322 36
2d sup'y'y dist.									
Elementary schools .....	760 75	1 168 .	..	2 786 48	2 550	1 743 66	551 98	3 073 23	37 487 30
Secondary schools .....	760 75	1 168 .	..	2 786 48	..	1 743 66	551 98	..	37 487 30
Total .....	..	..	..	..	..	..	..	..	..
3d sup'y'y dist.									
Elementary schools .....	838 75	2 378 23	750 .	3 505 04	1 973 33	908 08	1 281 72	3 729 33	48 471 03
Secondary schools .....	119 56	2 223 16	..	634 10	2 460	201 27	177 49	205 85	6 808 92
Total .....	958 31	2 601 41	750 .	4 139 14	2 433 33	1 109 35	1 459 21	3 935 18	55 280 85
<i>Oneida co., 1st sup'y'y dist.</i>									
Elementary schools .....	447 74	1 909 28	..	3 049 35	1 500	1 322 50	2 076 07	5 687 15	56 910 92
Secondary schools .....	189 66	2 222 47	..	546 63	..	192 50	238 17	373 14	11 354 53
Total .....	637 40	2 191 75	..	4 495 98	1 500	1 515 .	2 314 24	6 060 29	68 265 50
2d sup'y'y dist.									
Elementary schools .....	301 42	2 162	..	2 313 23	340	1 005	2 070 39	2 704 10	39 097 53
Secondary schools .....	127 44	842 35	..	463 74	160	485	238 17	..	12 210 40
Total .....	428 86	3 004 35	..	2 781 97	500	1 490	2 568 06	2 704 10	51 307 93
3d sup'y'y dist.									
Elementary schools .....	290 80	864 01	886 .	2 692 53	1 000	33 20	1 069 25	2 122 08	36 310 44
Secondary schools .....	274 51	245 46	..	833 98	1 000	33 21	874 38	184 57	11 810 35
Total .....	565 31	1 109 47	886 .	3 526 51	2 000	66 41	1 943 63	2 306 65	48 129 79

4th sup'v'y dist. Elementary schools Secondary schools Total	260 21 55 57 315 78	1 381 01 1 126 24 1 507 25	1 50 ..... 1 50	1 914 07 57 82 1 971 89	88 04 ..... 88 04	406 97 77 49 485 86	2 770 04 77 49 2 847 53
5th sup'v'y dist. Elementary schools Secondary schools Total	184 65 138 70 323 35	705 75 147 89 943 64	..... 200 99 .....	1 862 13 200 99 2 063 12	122 30 152	694 54 264 48 959 02	2 353 59 4 738 06 2 353 59 33 664 45
6th sup'v'y dist. Elementary schools Secondary schools Total	365 24 158 20 523 44	1 362 51 58 51 1 421 02	25 ..... 25	1 261 92 58 23 1 351 15	10 89 23 10	591 25 80 54 671 79	32 195 33 4 757 89 3 355 65 36 953 22
7th sup'v'y dist. Elementary schools Secondary schools Total	170 05 63 98 234 03	1 314 67 179 40 1 494 07	2 ..... 2	1 655 82 518 24 2 174 06	970 570 1 540	945 49 330 91 1 276 40	3 565 02 4 424 84 3 989 86 36 426 23
Onondaga co., 1st sup'v'y dist. Elementary schools Secondary schools Total	141 36 125 31 266 67	2 359 28 1 563 66 3 922 94	50 ..... 50	2 438 61 619 55 3 058 16	516 87 273 38 790 25	1 503 41 1 054 57 2 557 98	42 586 70 11 808 88 54 395 58
2d sup'v'y dist. Elementary schools Secondary schools Total	689 57 149 15 838 72	1 215 95 ..... 1 215 95	..... ..... .....	3 878 81 775 80 4 654 61	677 08 543 58 1 220 58	2 724 06 1 624 65 3 859 01	48 430 54 13 858 60 62 339 04
3d sup'v'y dist. Elementary schools Secondary schools Total	654 50 335 35 840 25	1 676 97 300 80 1 977 77	1 332 70 ..... 1 332 70	2 588 77 427 93 3 016 70	1 000 559 50 1 559 50	3 089 46 847 37 3 910 83	48 736 25 8 474 81 4 224 22 57 260 56
4th sup'v'y dist. Elementary schools Secondary schools Total	92 67 36 66 129 33	2 291 507 54 2 818 54	..... ..... .....	3 191 01 1 253 07 4 444 08	139 50 370 509 50	8 517 03 3 663 98 12 180 11	57 900 32 18 691 34 66 76 591 66
5th sup'v'y dist. Elementary schools Secondary schools Total	392 04 497 66 889 70	3 312 14 585 13 3 897 27	200 ..... 200	6 651 09 1 703 19 8 354 28	2 353 17 1 345 33 3 698 50	2 172 90 471 95 2 644 85	93 547 75 27 112 68 12 125 89 120 660 43
Ontario co., 1st sup'v'y dist. Elementary schools Secondary schools Total	676 51 331 24 1 307 75	4 475 23 7 775 11 .....	375 ..... 375	4 351 28 7 022 27 7 073 55	756 53 3 416 53 4 173 06	1 295 98 1 878 56 1 582 50	60 394 63 48 751 52 109 136 15

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, REFINISHING, INSURING AND IMPROVING SCHOOLS, HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANUARY SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESSES		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Ontario co. (concluded)									
2d sup'y'y dist.									
Elementary schools	\$550 13	\$2 439		\$3 307 09	\$1 625	\$567 75	\$1 406 78	\$2 566 44	\$44 431 07
Secondary schools	186 10	570 41		779 67	275	78 75	611 04	430 33	14 082 30
Total	746 23	3 009 41		4 086 76	1 900	646 50	2 018 72	2 996 77	58 483 37
3d sup'y'y dist.									
Elementary schools	200 15	1 202 11		1 819 71	1 840	365 83	829 27	3 144 67	30 868 15
Secondary schools	200 15	1 202 11		1 819 71	1 840	365 83	829 27	3 144 67	30 868 15
Total									
4th sup'y'y dist.									
Elementary schools	354 94	813 36	\$775 67	2 005 30			1 325 15	1 747 28	31 405 65
Secondary schools	196 22	158 70		235 60			863 44	260	5 475 27
Total	551 16	972 06	775 67	2 330 90			1 688 59	2 007 28	36 970 92
Orange co., 1st sup'y'y dist.									
Elementary schools	671 12	5 942 10	15	5 370 82	7 442 34	4 358 16	3 474 30	7 509 22	107 564 47
Secondary schools	489 77	1 287 19		960 33	1 689 66	767 09	685 89	502 90	24 364 59
Total	1 160 89	7 229 29	15	6 331 15	9 132	5 125 25	4 160 28	8 102 22	131 929 06
2d sup'y'y dist.									
Elementary schools	872 52	6 486 41	158	6 205 47	6 851 67	4 097 10	4 912 95	9 780 98	109 544 51
Secondary schools	754 53	1 063 34		1 540 81	2 063 33	1 356 06	1 941 77	2 433 83	30 816 89
Total	1 627 05	7 549 75	158	7 836 28	8 915	5 453 76	6 853 42	12 224 91	140 361 40
3d sup'y'y dist.									
Elementary schools	325 48	2 731 96		2 263 44	1 300	518	778 87	6 441 17	43 472 96
Secondary schools	325 48	2 731 96		2 263 44	1 300	518	778 87	6 441 17	43 472 96
Total									
Orleans co., 1st sup'y'y dist.									
Elementary schools	212 87	1 811 83		3 016 09	1 040	360 95	1 102 85	6 150 08	50 193 01
Secondary schools	330 49	1 285 69	494	669 99	1 000	360	274 57	10 205 40	28 862 45
Total	543 36	3 097 52	494	3 686 08	2 040	720 95	1 436 92	16 355 48	76 055 46



2d sup'v'y dist.	121 70.	1 257 38.	1 646 62.	915	1 372 60	1 419 51	21 222 06	54 225 88
Elementary schools	296 73.	601 98	559 82	900	1 372	559 01	...	13 753 54
Secondary schools	418 43	1 859 36	2 205 44	1 815	2 744 60	1 989 52	21 222 06	67 984 42
Total								
3d sup'v'y dist.	244 76	1 181 59	3 194 75	1 712 28	1 015 88	1 214 61	3 382 54	40 055 51
Elementary schools	255 34	255 34	871 15	456 14	255 44	241 28	250 47	9 067 13
Secondary schools	205 63	1 436 93	4 065 90	2 168 42	1 271 32	1 455 89	3 563 01	49 122 64
Total								
Oswego co., 1st sup'v'y dist.	20 77	1 304 93	894 10	...	...	2 771 90	2 261 12	23 249 35
Elementary schools	95 07	336 62	104 01	...	...	1 252 37	213 22	4 610 04
Secondary schools	115 84	1 641 55	998 11	...	...	4 024 27	2 474 34	27 559 39
Total								
2d sup'v'y dist.	129 74	1 190 40	1 847 92	1 590	478 40	1 278 80	2 981 87	34 322 99
Elementary schools	99 73	230 56	550 15	460	303 60	418 22	...	7 621 97
Secondary schools	229 47	1 429 56	1 307 07	2 650	782 ..	1 067 02	2 981 87	41 944 96
Total								
3d sup'v'y dist.	107 04	1 291 85	1 892 78	200	14	1 005 56	2 673 93	34 501 68
Elementary schools	156	320 80	363	100	12 50	83 50	180 04	7 972 37
Secondary schools	263 04	1 612 65	2 253 78	300	26 50	1 039 06	2 833 97	42 634 05
Total								
4th sup'v'y dist.	174 82	801 49	1 757 72	250	45	796 87	2 612 30	30 349 59
Elementary schools	45 20	206 17	351 47	250	45	265 85	500	5 083 79
Secondary schools	220 02	1 087 66	2 109 19	500	90	1 062 72	3 112 30	35 433 88
Total								
5th sup'v'y dist.	317 74	1 409 63	1 867 16	750	70	1 791 49	3 222 80	34 140 21
Elementary schools	10 98	15 84	169 62	550	20	169 62	51 27	3 137 32
Secondary schools	328 72	1 425 47	2 036 78	1 300	90	1 818 06	3 274 07	37 277 53
Total								
Oswego co., 1st sup'v'y dist.	346 68	1 073 99	1 518 56	250	87 50	1 122 61	1 320 88	27 047 23
Elementary schools	32 93	330 75	551 30	250	87 50	89 79	...	5 595 93
Secondary schools	379 61	1 404 74	2 069 86	500	175	1 212 40	1 320 88	32 643 16
Total								
2d sup'v'y dist.	643 04	1 091 42	1 269 17	500	562 50	445 45	1 258 55	25 913 06
Elementary schools	352 79	336 71	562 50	500	562 50	186 20	228 96	8 216 03
Secondary schools	995 83	1 428 13	1 901 79	1 000	1 125	631 65	1 487 51	34 120 14
Total								
3d sup'v'y dist.	625 02	794 88	2 937 49	3 086 67	1 682 07	3 125 02	4 015 43	49 064 16
Elementary schools	304	252 62	935 66	1 333 33	773 33	1 030 03	...	15 478 96
Secondary schools	929 02	1 047 50	3 873 15	4 420 ..	2 455 40	4 155 06	4 015 43	64 543 12
Total								

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL-HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITOR, SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
<i>Otsego co. (continued)</i>									
4th sup'y'y dist.									
Elementary schools.....	\$372 13	\$885 25	.....	\$1 114	\$933	\$122 50	\$3 370 70	\$2 399 70	\$33 637 94
Secondary schools.....	62 78	378 59	.....	293 62	667	117 50	900 50	.....	9 587 96
Total.....	434 91	1 263 84	.....	1 407 62	1 500	240	4 280 20	2 399 70	43 225 90
5th sup'y'y dist.									
Elementary schools.....	127 17	510 85	.....	1 098 08	800	202 68	1 200 09	2 062 95	24 888 98
Secondary schools.....	20 28	64	.....	293 00	700	195 13	1 112 16	.....	7 307 58
Total.....	147 45	574 85	.....	1 391 98	1 500	397 81	2 312 25	2 062 95	32 196 56
6th sup'y'y dist.									
Elementary schools.....	28 92	405 80	.....	863 89	.....	.....	1 537 31	2 573 35	22 606 02
Secondary schools.....	117 11	94 09	.....	210 86	.....	.....	66 11	583	3 576 35
Total.....	144 03	499 89	.....	1 074 75	.....	.....	1 603 42	3 156 35	26 182 37
Putnam co.									
Elementary schools.....	951 12	6 389 11	\$2 935	3 283 42	1 700	1 140 83	2 087 64	11 918 29	75 025 74
Secondary schools.....	280 27	1 701 50	400	643 09	1 100	25	360 17	400	14 387 67
Total.....	1 231 39	8 090 61	3 335	3 931 47	1 800	1 165 83	2 447 81	12 318 29	89 413 41
Rensselaer co., 1st sup'y'y dist.									
Elementary schools.....	395 94	5 130 01	.....	8 187 59	2 140	2 140 20	4 273 92	10 575 05	116 435 51
Secondary schools.....	1 094 76	1 761 52	.....	2 438 56	.....	4 025	1 645 58	1 094 46	35 033 75
Total.....	1 488 70	6 891 53	.....	10 626 15	2 140	6 165 20	6 219 50	12 569 51	151 489 26
2d sup'y'y dist.									
Elementary schools.....	390 15	739 64	.....	1 163 85	140	360	975 91	2 394 45	23 079 65
Secondary schools.....	245 70	.....	.....	175	60	175	189 85	.....	2 604 54
Total.....	635 85	739 64	.....	1 338 85	200	535	1 165 26	2 394 45	25 684 19
3d sup'y'y dist.									
Elementary schools.....	386 27	2 779 83	2 380	2 639 56	1 700	389 75	1 026 10	4 582 22	42 991
Secondary schools.....	.....	135 47	.....	117 19	.....	.....	.....	.....	1 940 56
Total.....	386 27	2 915 30	2 380	2 756 75	1 700	389 75	1 026 10	4 582 22	44 931 56



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOL-HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOL-HOUSES SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
<b>Saratoga co. (continued)</b>									
2d sup'y'y dist.									
Elementary schools.	\$321 60	\$1 442 80	\$65 53	\$1 686 11	\$433 34	\$130 83	\$1 801 54	\$3 213 53	\$30 145 41
Secondary schools.	176 48	400 92	65 53	233 48	166 66	5 67	659 70	8 980 63	8 980 63
Total.	508 08	1 902 92	65 53	2 009 59	1 200	1 232 50	2 238 11	3 873 23	48 126 04
3d sup'y'y dist.									
Elementary schools.	340 24	4 511 84	24 792 10	7 208 90	1 000	1 155	4 931 40	6 886 83	120 383 63
Secondary schools.	73 50	1 848 16	24 792 10	1 318 26	1 000	240	553 27	1 665 01	27 808 61
Total.	413 74	6 360	24 792 10	8 527 16	2 000	1 395	4 654 67	8 551 84	148 292 24
4th sup'y'y dist.									
Elementary schools.	520 52	1 257 38	21 87	825 14		1 500	1 095 48	4 570 04	33 353 78
Secondary schools.	20 75	150	21 87	825 14		1 500	375	3 045 75	3 045 75
Total.	551 28	1 407 38	21 87	825 14		1 500	1 470 48	4 570 04	37 299 53
<b>Schenectady co.</b>									
Elementary schools.	1 180 95	3 875 83	60 53	4 138 20	6 950	5 128 24	4 247 66	6 985 28	85 660 83
Secondary schools.	272 70	348 47	60 53	664 23	6 950	5 128 24	434 94	8 418 00	8 418 00
Total.	1 453 65	4 224 30	60 53	4 802 53	6 950	5 128 24	4 682 60	6 985 28	94 078 92
<b>Schoharie co., 1st sup'y'y dist.</b>									
Elementary schools.	19 20	896 24		1 211 72	200	16	1 050 78	703 74	25 868
Secondary schools.	32 12	74 97		100	100	8		388 74	388 74
Total.	51 32	901 31		1 311 72	300	24	1 050 78	703 74	27 260 74
2d sup'y'y dist.									
Elementary schools.	220 35	940 92		1 932 99	666 67	360	938	1 819 77	30 686 36
Secondary schools.	69 83	53 51		374 10	333 33	180	280 98	325 32	5 926 87
Total.	300 19	1 005 43		2 307 15	1 000	540	1 218 98	2 145 29	36 613 23
3d sup'y'y dist.									
Elementary schools.	222 30	2 184 91		2 262 98	333 33	173 33	1 201 51	5 155 72	43 332 30
Secondary schools.	251 63	337 22		331 72	166 67	86 67	1 139 21	5 926 87	12 124 47
Total.	575 02	2 522 13		2 594 70	500	260	1 690 39	6 294 93	55 456 77



TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, BUILDING AND INSURING SCHOOL- HOUSES, BUSES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESSES		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Steuben co. (concluded)									
7th sup'y'y dist.	\$166 23	\$1 469 92	\$50 ..	\$2 027 16	\$156 ..	\$49 22	\$1 305	\$3 237 86	\$33 338 62
Elementary schools ..	109 62	1 175 78	.....	341 85	94 ..	29 53	507 04	611 04	7 598 53
Secondary schools ..	275 85	1 645 70	.....	2 369 01	250 ..	78 75	1 813 04	3 848 90	40 987 15
Total .....									
Suffolk co., 1st sup'y'y dist.									
Elementary schools ..	3 094 76	11 033 95	354 19	10 741 03	15 118 68	8 640 04	7 046 80	22 643 66	189 269 40
Secondary schools ..	707 ..	1 932 91	2 000 ..	2 178 54	3 732 59	2 416 45	1 526 47	2 049 04	51 988 15
Total .....	3 801 76	12 966 86	2 354 19	12 919 57	18 851 27	11 056 49	8 573 27	24 692 70	241 257 55
24d sup'y'y dist.									
Elementary schools ..	1 246 34	10 483 83	315 ..	10 527 73	17 267 67	9 962 18	16 672 65	36 535 50	215 421 51
Secondary schools ..	1 414 18	1 796 43	35 ..	2 158 19	1 582 33	1 555 67	6 002 32	3 151 23	52 504 59
Total .....	2 660 52	12 280 26	350 ..	12 685 92	18 850 ..	11 517 85	22 674 97	39 736 76	267 926 10
3d sup'y'y dist.									
Elementary schools ..	1 408 62	6 878 23	.....	6 978 48	12 491 67	8 583 34	18 422 45	18 794 03	156 933 64
Secondary schools ..	1 044 32	794 97	.....	1 360 01	1 733 33	3 928 84	4 812 70	4 105 21	39 733 35
Total .....	2 452 94	7 673 30	.....	8 338 49	14 225 ..	12 512 18	23 235 15	22 899 24	196 666 99
Sullivan co., 1st sup'y'y dist.									
Elementary schools ..	797 44	2 232 81	419 77	2 268 35	1 166 ..	192 ..	883 43	6 132 91	47 472 81
Secondary schools ..	715 60	263 ..	.....	1 182 ..	1 334 ..	83 ..	157 ..	1 843 62	6 386 22
Total .....	1 513 04	2 495 81	419 77	2 450 35	1 500 ..	275 ..	1 040 43	7 976 53	53 859 03
24d sup'y'y dist.									
Elementary schools ..	219 02	872 45	242 75	2 195 34	1 218 34	253 26	1 149 71	4 011 85	45 493 05
Secondary schools ..	228 87	43 86	.....	254 16	301 66	68 54	424 85	4 424 85	7 280 30
Total .....	447 89	916 31	242 75	2 449 50	1 610 ..	321 80	1 496 64	4 436 70	52 773 35
3d sup'y'y dist.									
Elementary schools ..	287 04	1 814 44	61 ..	2 277 03	2 685 ..	742 90	676 ..	5 235 90	47 361 87
Secondary schools ..	69 24	200 ..	.....	200 ..	.....	.....	10 ..	340 26	3 798 24
Total .....	356 28	2 014 44	61 ..	2 477 03	2 685 ..	742 99	686 ..	5 476 25	51 160 11

Tiong co., 1st sup'y's dist.									
Elementary schools	100 94	1 022 21	.....	942 83	500	350	966 27	2 720 09	27 771 85
Secondary schools	32	77 36	.....	185 10	1 000	350	196 13	3 788 42	8 180 13
Total	132 94	1 099 57	.....	1 127 93	1 000	700	1 162 40	3 508 51	35 951 98
2d sup'y's dist.									
Elementary schools	619 54	1 885 25	.....	2 506 48	550	656 51	2 803 65	3 076 51	44 799 76
Secondary schools	203 54	2 088 79	.....	624 16	350	592 76	600 25	279 88	11 976 40
Total	746 ..	2 088 79	.....	3 130 64	900	1 249 27	3 403 90	3 356 39	56 776 16
3d sup'y's dist.									
Elementary schools	179 85	752 49	310 73	1 956 20	1 870 63	1 646 25	1 650 60	1 874 30	38 049 51
Secondary schools	297 31	1 049 80	100	575 45	129 37	131 25	273 95	232 73	10 030 57
Total	179 85	1 049 80	410 73	2 531 65	2 000	1 777 50	1 924 55	2 107 03	48 080 08
Tompkins co., 1st sup'y's dist.									
Elementary schools	170 02	529 86	.....	1 255 16	.....	.....	1 158 08	1 337 58	21 097 59
Secondary schools	22 52	195	.....	425 84	.....	.....	153 19	45 50	5 382 62
Total	192 54	724 86	.....	1 681 ..	.....	.....	1 311 28	1 383 08	26 480 21
2d sup'y's dist.									
Elementary schools	194 47	1 173 86	.....	1 484 28	500	176	2 365 30	1 916 59	28 472 37
Secondary schools	64 91	1 014 77	.....	392 24	450	126	400 80	368 49	8 806 74
Total	259 38	2 188 63	.....	1 876 53	950	302	2 766 10	2 285 08	37 279 11
3d sup'y's dist.									
Elementary schools	380 12	1 697 62	889 19	1 648 42	50	491 87	1 804 32	2 765	34 735 29
Secondary schools	922 02	598 72	.....	609 81	50	491 88	1 161 22	47 37	10 133 99
Total	1 302 14	2 296 54	889 19	2 258 23	100	983 75	2 965 54	2 812 37	44 869 28
Ulster co., 1st sup'y's dist.									
Elementary schools	525 77	2 301 12	3 817	4 264 50	3 011 25	2 768 53	3 532 29	2 574 22	62 134 53
Secondary schools	96 80	52 40	.....	320	307	436	103	.....	5 280 94
Total	622 57	2 353 52	3 817	4 584 50	3 318 25	3 204 53	3 635 29	2 574 22	68 415 52
2d sup'y's dist.									
Elementary schools	635 02	2 983 33	604 53	3 039 09	2 700	1 275 79	4 037 20	5 132 56	69 129 05
Secondary schools	1 581	1 050 12	.....	189 64	300	115 50	210 31	.....	6 211 45
Total	636 57	4 018 45	604 53	3 228 73	3 000	1 391 29	4 247 51	5 132 56	75 340 50
3d sup'y's dist.									
Elementary schools	295 30	2 074 35	30	2 018 55	705 72	296 49	1 654 08	3 031 70	46 597 29
Secondary schools	71 50	185 79	.....	289 70	.....	.....	365 30	.....	6 355 24
Total	336 80	2 260 14	30	2 408 25	705 72	296 49	2 019 38	3 031 70	52 952 53
4th sup'y's dist.									
Elementary schools	414 76	819 67	1 436 83	1 529 64	436 88	27 62	1 118 66	5 489 03	36 844 77
Secondary schools	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	414 76	819 67	1 436 83	1 529 64	436 88	27 62	1 118 66	5 489 03	36 844 77

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, ERECTING AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS', SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Warren co., 1st sup'y's dist. Elementary schools..... Secondary schools..... Total.....	\$378 95 137 65 516 60	\$2 257 94 567 24 2 825 18	..... ..... .....	\$3 227 67 800 20 4 027 87	\$1 965 33 834 67 2 800	\$1 099 43 475 67 1 575 10	\$2 088 55 646 15 2 734 70	\$5 233 59 514 84 5 748 43	\$12 325 78 10 467 82 52 793 60
2d sup'y's dist. Elementary schools .. Secondary schools... Total .....	243 16 144 26 387 42	951 53 56 69 1 008 22	..... ..... .....	1 071 57 73 17 1 144 74	872 ..... 872	297 98 ..... 297 98	525 12 11 48 536 60	2 331 81 ..... 2 331 81	24 900 93 1 554 40 26 455 33
3d sup'y's dist. Elementary schools Secondary schools... Total .....	207 90 ..... 207 90	548 80 ..... 548 80	..... ..... .....	903 19 262 37 1 165 56	..... ..... .....	..... ..... .....	334 74 60 33 395 07	1 649 79 50 1 650 29	16 510 82 2 114 21 18 625 03
Washington co., 1st sup'y's dist. Elementary schools .. Secondary schools .. Total.....	80 62 61 55 132 17	2 120 56 797 41 2 917 97	..... ..... .....	1 833 86 353 21 2 187 07	500 1 000 1 000	160 .. 160 .. 320	1 197 66 197 77 1 395 43	3 408 18 645 44 4 053 62	38 993 68 8 223 71 47 217 29
2d sup'y's dist. Elementary schools .. Secondary schools .. Total .....	444 32 90 97 505 29	1 771 88 509 41 2 281 29	..... ..... .....	4 739 50 1 499 44 6 238 94	3 600 1 090 4 690	2 433 495 08 2 928 08	3 327 56 632 45 3 960 01	11 918 30 637 24 12 555 54	77 823 61 18 517 36 96 340 87
3d sup'y's dist. Elementary schools .. Secondary schools .. Total .....	455 26 223 48 678 74	2 983 48 88 08 3 071 56	..... ..... .....	4 134 83 606 46 4 741 29	2 800 200 3 000	3 247 50 445 3 692 50	1 130 22 63 27 1 193 49	4 067 87 615 45 4 683 32	59 382 79 12 378 01 71 760 80
4th sup'y's dist. Elementary schools Secondary schools Total .....	197 32 6 54 203 86	1 157 15 285 25 1 442 40	..... ..... .....	1 979 52 505 21 2 484 73	2 334 1 166 3 500	296 50 147 25 443 75	960 12 ..... 1 054 40	1 690 68 ..... 1 690 68	31 744 90 8 369 83 40 114 73



Wayne co., 1st sup'y's dist.											
Elementary schools	1 649 34	3 383 35	6 310 65	1 966 67	5 438 10	6 051 37	83 375 11				
Secondary schools	300 64	936 69	1 901 92	3 033 33	1 071 41	1 608 76	28 940 11				
Total	2 009 98	4 320 04	8 212 57	5 000	1 650 33	7 046 86	112 315 22				
2d sup'y's dist.											
Elementary schools	196 12	1 337 77	2 024 47	800	587 29	3 680 96	34 203 23				
Secondary schools	147 05	644 91	592 17	400	191 01	685 94	8 634 35				
Total	343 77	1 982 68	2 616 64	1 200	779 20	4 366 90	42 837 58				
d sup'y's dist.											
Elementary schools	466 20	1 764 85	3 002 69	1 333 34	236 56	3 782 18	41 936 11				
Secondary schools	166 74	614 42	1 210 82	1 166 66	136 77	1 082 86	15 333 34				
Total	632 94	2 379 27	4 213 51	2 500	373 33	3 864 16	57 269 45				
4th sup'y's dist.											
Elementary schools	544 86	1 837 19	4 200 77	1 066 66	104 67	3 691 41	41 903 73				
Secondary schools	65 87	608 73	688 20	333 34	252 33	9 044 23	9 044 23				
Total	610 73	2 445 92	4 888 97	1 400	357	3 691 41	50 947 96				
Westchester co., 1st sup'y's dist.											
Elementary schools	4 815 43	18 672 11	15 558 42	41 784	42 832 40	55 016 49	500 565 42				
Secondary schools	4 048 77	3 688 43	5 005 61	9 766	12 261 03	5 883 92	131 781 07				
Total	8 864 20	22 360 54	20 564 03	51 550	55 093 43	60 900 41	632 346 49				
2d sup'y's dist.											
Elementary schools	2 636 13	18 617 55	12 337 99	9 733	13 392 66	35 616 79	247 964 88				
Secondary schools	2 184 93	2 365 58	2 446 78	2 717	3 653 67	2 352 67	55 278 45				
Total	4 821 06	21 013 13	14 784 77	12 450	17 046 33	37 969 46	303 243 33				
3d sup'y's dist.											
Elementary schools	1 450 32	4 117 60	6 317 90	1 745 83	4 200 81	11 433 94	124 342 73				
Secondary schools	890 80	1 177 54	2 282 24	5 854 17	4 276 97	1 583 75	47 644 56				
Total	2 341 12	5 295 14	8 600 14	7 600	12 126 40	13 017 69	171 987 29				
4th sup'y's dist.											
Elementary schools	10 757 89	4 380 40	6 749 03	9 050	14 601 29	10 358 75	136 485 58				
Secondary schools	17 571 59	5 032 38	8 677 10	4 050	5 894 27	39 238 56	39 238 56				
Total	28 329 48	9 412 78	15 426 13	13 100	20 495 56	49 597 31	175 724 14				
Wyoming co., 1st sup'y's dist.											
Elementary schools	201 01	1 658 58	1 594 83	400	618 95	3 184 56	34 427 61				
Secondary schools	59	1 170 30	278 73	400	223 14	593 31	6 155 61				
Total	260 01	1 828 88	1 873 56	800	842 09	3 777 87	40 583 22				
2d sup'y's dist.											
Elementary schools	101 25	1 390 74	1 837 80	400	2 004 49	4 102 12	43 757 80				
Secondary schools	10	814 80	124 80	400	356 25	1 400	14 061 45				
Total	111 25	2 205 54	2 562 70	800	2 143 48	5 502 12	57 819 25				

TABLE 6 (continued)  
Financial statement showing payments by public schools

SUPERVISORY DISTRICTS	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, INSURING AND IMPROVING SCHOOLS, HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Wyoming co. (concluded)									
3d sup'y'y dist.									
Elementary schools	\$506 29	\$3 115 13	\$557 08	\$2 659 08	\$1 950	\$1 432 50	\$1 217 79	\$3 992 57	\$50 229 59
Secondary schools	355 47	1 426 86		1 002 44	1 550	1 003 04	588 29	937 79	17 933 16
Total	861 76	4 541 99	557 08	3 661 52	3 500	2 425 54	1 806 08	4 930 36	68 162 75
Yates co., 1st sup'y'y dist.									
Elementary schools	190 58	1*870 12	48 63	3 495 22	250	300	1 660 45	3 528 97	42 915 22
Secondary schools	340 78	592 41		1 670	750	860	1 192 61	...	17 274 08
Total	531 36	2 462 53	48 63	5 165 22	1 000	1 160	2 853 06	3 528 97	60 189 30
2d sup'y'y dist.									
Elementary schools	163 59	602 80		1 433 47			936 59	1 589 63	25 417 26
Secondary schools	92 43	40		195			120	230	2 969 43
Total	256 02	642 80		1 678 47			1 046 59	1 819 63	28 386 69
CITIES									
Albany									
Elementary schools	2 321 73	23 438 86		24 137 89			3 377 06	117 612 03	439 401 72
Secondary schools	792 09	662 15		4 035 73			1 383 31	50 000	122 661 01
Total	3 113 82	24 101 01		28 173 62			4 760 37	167 612 03	562 062 73
Amsterdam									
Elementary schools	1 037 98	2 855 26	14 222 61	5 137 33	2 000	1 414 58	7 472 16	29 94	98 208 61
Secondary schools	615 35	821		1 712 44	2 000	2 920	446 50		24 858 60
Total	1 653 33	3 676 26	14 222 61	6 849 77	4 000	4 334 58	7 918 66	29 94	123 067 21
Auburn									
Elementary schools	4 346 69	5 205 88		12 841 82	5 000	2 300	2 082	322 07	123 934 15
Secondary schools	620 77	2 889 12		1 727 44	5 000	2 300	595 84	150	40 543 67
Total	4 967 46	8 185		14 569 26	10 000	4 600	2 627 84	472 07	164 477 82

Binghamton	167 06	6 718 21	3 400	9 606 66	64 94	76 687 02	220 764 31
Elementary schools..	23 36	586 03	..	2 105 37	..	19 000	52 054 73
Secondary schools ..	195 42	7 304 24	3 400	11 802 03	..	95 687 02	272 819 04
Total .....			3 400		64 94		
Buffalo	52 028 06	91 630 76	..	79 109 70	25 626 30	8 094 67	2 169 227 97
Elementary schools .....	7 013 12	9 788 82	..	16 985 64	10 322 70	800	275 841 36
Secondary schools ..	59 041 18	101 419 58	..	96 085 34	103 227 08	8 894 67	2 445 069 33
Total .....							
Cohoes	70 50	1 952 87	..	2 387 02	4 079 41	19 168 39	65 613 90
Elementary schools .....	434 19	138 55	..	320 40	700	4 000	13 143 36
Secondary schools ..	504 69	1 433 42	..	2 707 42	4 779 41	23 168 39	78 757 26
Total .....							
Corning	42 50	3 290 55	..	1 801 51	704 73	4 701 56	34 141 91
Elementary schools .....	238 60	264 42	..	596 34	225 98	2 000	14 236 98
Secondary schools ..	301 10	3 554 97	..	2 397 85	930 71	6 701 56	48 378 89
Total .....							
Cortland	100	1 700	..	1 500	..	10 000	37 989 70
Elementary schools ..	34 55	147 41	..	304 77	..	3 118 55	11 504 44
Secondary schools ..	134 55	1 847 41	..	1 804 77	..	13 118 55	49 494 14
Total .....							
Dunkirk	660 48	2 405 27	..	2 489 25	7 016 18	13 406 30	73 905 60
Elementary schools .....	385 89	1 297 05	..	2 057 13	2 975 82	10 322 11	40 377 90
Secondary schools ..	1 025 87	3 702 32	..	4 546 38	9 992 ..	23 728 41	114 183 80
Total .....							
Elmira	428 41	9 985 33	..	5 983 38	2 943 36	49 735 97	168 274 93
Elementary schools ..	753 51	921 85	..	409 51	90	20 300	52 093 53
Secondary schools ..	1 181 92	10 907 18	..	6 392 89	3 033 36	70 035 97	220 368 46
Total .....							
Fulton	397 85	3 017 11	..	500	624 95	14 044 90	47 910 77
Elementary schools ..	367 71	338	..	144 94	410	3 510 ..	15 832 36
Secondary schools ..	765 50	3 415 11	..	644 94	1 034 95	17 554 90	63 743 13
Total .....							
Geneva	145	1 774 42	..	2 754 71	1 046 77	18 878 06	66 721 14
Elementary schools .....	87 95	354	..	918	1 452 ..	9 439	29 440 95
Secondary schools ..	232 95	2 128 42	..	3 672 71	1 498 77	28 317 06	96 162 09
Total .....							
Glens Falls	123 29	2 124 74	..	3 739 76	1 950 73	895 36	38 923 77
Elementary schools ..	60 75	1 062 40	..	2 200	926	447 08	26 124 04
Secondary schools ..	184 05	3 187 14	..	5 939 76	2 876 73	1 343 04	65 057 81
Total .....							

TABLE 6 (continued)  
Financial statement showing payments by public schools

CITIES	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, INSURING AND IMPROVING SCHOOLS, HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, HEATING, SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Gloversville									
Elementary schools	\$667 11	\$1 492 64		\$3 814 50	\$5 000	\$2 107 50	\$1 991 32	\$11 978 76	\$76 711 87
Secondary schools	216 06	226		1 500		2 000	497 83	2 994 91	22 979 14
Total	883 17	1 718 64		5 314 50	5 000	4 107 50	2 489 15	14 973 67	99 691 01
Hornell									
Elementary schools	2 889 20	2 072 21		1 246 72	2 000	1 748	2 455 86	7 789 29	58 631 70
Secondary schools	828 11	397 16		615 98			850 64	2 500	20 227 59
Total	3 717 31	2 469 37		1 862 70	2 000	1 748	3 306 50	10 289 29	78 859 29
Hudson									
Elementary schools	40 18	700		1 373			1 399 03	23 503 55	45 428 52
Secondary schools	456 52	188 15		500 37			200	7 000	16 523 05
Total	496 70	888 15		1 873 37			1 599 03	29 503 55	61 951 57
Ithaca									
Elementary schools	1 442 55	8 071 88		2 363 53			15 600 13	53 219 94	123 572
Secondary schools	1 494 26	3 863 54		1 175 66			5 089 63	17 000	50 620 88
Total	2 936 81	11 935 42		3 539 19			20 689 76	70 219 94	174 192 88
Jamestown									
Elementary schools	2 005 451	4 536 45	\$14 613 83	8 392 21	1 559	13 965	4 556 41	.....	141 912 18
Secondary schools	400 67	3 690 96		5 594 78	2 600	2 080	2 318 06	.....	49 758 24
Total	2 406 02	8 227 41	14 613 83	13 986 99	4 150	16 045	6 874 47	.....	191 670 42
Johnstown									
Elementary schools	1 113 51	2 411 64	1 235 38	4 928 71	3 500	1 905	1 900 61	1 747 18	47 840 99
Secondary schools	543 93	140		1 156 11	1 000	2 790	442 12	800	20 577 61
Total	1 657 44	2 551 64	1 235 38	6 084 82	4 500	4 785	2 342 73	2 547 18	68 418 60
Kingston									
Elementary schools	436 30	8 214 81	1 947 43	6 233 76	7 000	456	5 246 10	37 60	101 233 51
Secondary schools	792 58	475 14		911 53			.....	.....	26 676 05
Total	1 228 88	8 689 95	1 947 43	7 145 29	7 000	456	5 246 10	37 60	127 909 56



TABLE 6 (continued)  
Financial statement showing payments by public schools

CITIES	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING, IMPROVING AND SCHOOLHOUSE BODIES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITRY, SUPPLIES AND OTHER EXPENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Odgersburg	Elementary schools.....	\$3 030 85	.....	\$2 636	.....	.....	\$728 53	.....	\$36 859 28
	Secondary schools.....	480 20	.....	1 262 96	.....	.....	778 97	.....	12 873 17
	Total.....	3 511 05	.....	3 898 96	.....	.....	1 501 50	.....	49 732 45
Olean	Elementary schools.....	6 872 72	.....	6 405 96	\$3 500	\$4 708 64	4 330 66	\$1 285 21	81 704 99
	Secondary schools.....	981 82	.....	915 13	500	672 66	1 722 74	300	27 020 22
	Total.....	7 854 54	.....	7 321 09	4 000	5 381 30	6 053 40	1 585 21	108 725 21
Onondaga	Elementary schools.....	3 093 17	.....	622 32	.....	913 75	2 774	10 435 82	39 537 47
	Secondary schools.....	883 42	.....	161 34	3 000	735	582 13	3 500	19 082 56
	Total.....	3 976 59	.....	783 66	3 000	1 648 75	3 356 13	13 935 82	58 650 03
Oswego	Elementary schools.....	584 01	.....	1 361 78	3 666 67	2 463 34	3 852 87	2 949 57	34 136 58
	Secondary schools.....	487 75	.....	680 89	1 833 33	1 231 66	200	1 000	17 596 19
	Total.....	1 071 76	.....	2 042 67	5 500	3 695	4 052 87	3 949 57	51 732 77
Oswego	Elementary schools.....	3 628 48	\$2 007 23	3 399 63	.....	.....	183 34	.....	51 574 30
	Secondary schools.....	925	.....	700	.....	.....	311 05	2 140 75	20 597 78
	Total.....	4 553 48	2 007 23	4 099 63	.....	.....	494 39	2 140 75	72 172 08
Plattsburg	Elementary schools.....	1 867 75	.....	3 200 22	1 000	384	300	7 901 12	36 975 85
	Secondary schools.....	245 65	.....	660	7 200	820	188 49	7 000	25 312 20
	Total.....	2 113 40	.....	3 860 22	8 200	1 204	488 49	14 901 12	62 288 05
Port Jervis	Elementary schools.....	4 038 42	.....	1 177 35	3 000	3 960	160 19	1 888 37	46 534 38
	Secondary schools.....	927 59	.....	239 08	.....	.....	.....	400	12 380 39
	Total.....	4 966 01	.....	1 416 43	3 000	3 960	160 19	2 288 37	58 914 77

Poughkeepsie	73 25	5 412 06	17 088 42	4 409 89	7 443 96	45 164 33	139 715 75
Elementary schools	5 50	1 074 90	514 15	829 74	1 291 90	11 000 54	38 908 54
Secondary schools	77 75	6 438 96	17 582 57	5 239 63	8 705 86	56 164 33	178 624 29
Total							
Rensselaer		1 154 22	6 642 76	1 484 63	65 20	1 672 71	44 984 91
Elementary schools		700	6 642 76	700	23 20	1 400 40	10 427 41
Secondary schools		1 854 22		2 184 63	88 20	2 072 71	55 412 32
Total							
Rochester	8 416 21	19 974 70	143 044 76	39 496 62	31 830 92	454 177 55	1 359 597 55
Elementary schools	4 830 77	3 502 93		8 427 73	24 570 57	454 177 55	1 359 597 55
Secondary schools	13 246 98	23 477 63	143 044 76	47 924 35	56 401 49	1 544 922 47	1 544 922 47
Total							
Rome	521 23	6 022 95		2 470 08	1 956 76	1 415 60	48 591 37
Elementary schools	955 54	1 634 76		1 641 70	645 95	700	24 179 05
Secondary schools	1 476 77	7 657 71		4 111 78	2 802 71	2 115 60	72 770 42
Total							
Schenectady	729 59	6 552 07		11 367 15	2 115 56	69 053 59	316 062 62
Elementary schools	200	872 50	213 306 72	2 419 80	264 44	66 000	337 118 09
Secondary schools	929 59	7 424 57	213 306 72	13 786 95	2 830	135 053 59	653 180 71
Total							
Syracuse	898 20	42 382 98	17 447 36	33 197 40	17 463 44	249 691 57	758 343 93
Elementary schools	1 102 28	2 216		2 600 52	808 36	60 000	104 217 07
Secondary schools	2 000 48	44 498 98	17 447 36	35 857 92	17 771 80	309 691 57	952 561
Total							
Tonawanda	161	1 971 84		3 294 05	201 72	2 415 12	37 740 38
Elementary schools	307 11	435		1 035	190	1 231 34	15 276 35
Secondary schools	307 11	2 467 84		4 239 05	301 72	3 646 46	53 016 73
Total							
Troy	540 83	8 259 51		8 228 05	37 194 10		274 699 27
Elementary schools	168 75	553 61		2 714 07	9 080 30		82 315 71
Secondary schools	718 58	8 618 12		10 942 12	39 274 40		327 014 96
Total							
Utica	3 401 09	18 511 61	2 236 59	15 776 59	10 037 99	139 768 37	417 317 58
Elementary schools	1 143 28	1 580 42		2 038 33	66 14	23 000 76	80 924 76
Secondary schools	4 544 37	20 092 03	2 236 59	17 814 92	10 104 13	162 768 37	498 242 34
Total							
Watertown	377 85	6 400		5 546 07	1 085 18	26 171 10	118 448 03
Elementary schools	918 57	7 050 44		6 646 07	1 100 24	40 763 41	10 763 41
Secondary schools	1 296 42	7 050 44			1 432 59	38 751 10	159 211 47
Total							

TABLE 6 (concluded)

Financial statement showing payments by public schools

CITIES	NEW EQUIPMENT (APPARATUS AND FURNITURE)	REPAIRING, HIRING AND INSURING AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDING AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	BONDED INDEBTEDNESS		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Watervliet	\$209 05	\$2 000	.	\$3 418 55			\$1 000 03	\$18 628 18	\$63 886 61
Elementary schools.....	1 000	438 51	.	1 000			1 079	18 082 50	18 082 50
Secondary schools.....	1 239 05	2 438 51	.	4 418 55			5 079 03	23 285 22	81 969 20
Total.....									
Yonkers	3 921 91	22 613 15	.	17 987 19			10 651 05		591 777 89
Elementary schools..	3 830 42	3 056 90	.	2 122 44	\$50 490	\$79 719 80	7 250	96 205 50	96 205 50
Secondary schools ..	89 49	25 670 14	.	20 109 63	55 490	86 969 60			591 777 89
Total.....	4 611 33						11 542 16		688 043 39
Cities, elementary	\$284 732 53	\$1 469 530 05	\$3 922 254 30	\$918 467 79	\$119 380 99	\$289 795 52	\$1 939 715 17	\$18 289 226 31	\$58 010 281 41
Towns, elementary.....	108 754 19	525 134 95	92 347 49	618 831 11	473 655 08	320 735 55	514 410 25	1 226 263 15	11 386 050 90
Total, elementary	\$393 486 77	\$1 994 665	\$4 014 601 79	\$1 537 298 90	\$593 036 07	\$610 531 07	\$2 454 125 42	\$19 515 489 46	\$69 396 332 31
Cities, secondary	\$55 991 50	\$150 627 40	\$1 105 067 05	\$131 914 23	\$84 613 82	\$10 175 82	\$75 613 75	\$414 829 05	\$7 052 473 46
Towns, secondary ..	59 166 55	118 752 38	8 415 90	140 536 43	151 190 46	116 973 85	153 768 29	132 755 77	2 678 244 89
Total, secondary.....	\$115 158 05	\$269 379 78	\$1 113 482 95	\$272 450 66	\$235 804 28	\$178 149 67	\$229 382 04	\$547 584 82	\$9 730 718 35
Total, cities.....	\$440 724 03	\$1 620 157 45	\$5 027 321 35	\$1 050 382 02	\$503 994 81	\$350 971 34	\$2 015 328 92	\$18 704 055 36	\$65 062 754 87
Total, towns.....	167 920 74	643 887 33	100 763 39	759 367 54	624 845 54	437 709 40	668 178 54	1 359 018 92	14 064 295 79
Total, State .....	\$508 644 82	\$2 264 044 78	\$5 128 084 74	\$1 809 749 56	\$1 128 840 35	\$788 680 74	\$2 683 507 46	\$20 063 074 28	\$79 127 050 66
SPECIAL SCHOOLS									
College of the City of N. Y., acad. dep't.....		\$1 132					\$714 70		\$228 687 30
Elementary.....									228 687 30
Secondary.....									
Total.....		1 132		\$5 631 67	5 631 67				



N. Y. Inst. for the Blind									
Elementary . . . . .	\$1 445 31	9 653 55	6 397 18	151 576 13	\$70 164 72	300 739 23			
Secondary . . . . .	233 96	503 34	336 69	7 977 69	3 692 88	15 828 37			
Total . . . . .	4 679 27	10 166 89	6 733 87	159 553 82	73 857 60	316 567 60			
N. Y. State Normal Col., h. s. dep't,									
Elementary . . . . .		3 792 56	1 172 54	7 186 50	909 77	19 111 37			
Secondary . . . . .		3 792 56	1 172 54	7 186 50	909 77	19 111 37			
Total . . . . .									
N. Y. State School for the Blind,									
Elementary . . . . .				25 015 60	479 35	38 200 42			
Secondary . . . . .				6 255 14	119 84	9 551 35			
Total . . . . .				31 270 74	599 19	47 751 77			
Normal Col. of the City of N. Y., h. s. dep't									
Elementary . . . . .	3 500	500	200	350	...	40 300			
Secondary . . . . .	2 000	1 000	300	1 000	..	117 587 68			
Total . . . . .	5 500	1 500	500	1 350	..	157 887 68			
Special schools, elementary . . . . .	\$7 945 31	\$10 158 55	\$6 597 18	\$176 941 73	\$70 644 07	\$379 239 65			
Special schools, secondary . . . . .	2 233 96	6 432 90	7 440 90	23 134 03	4 722 49	390 766 07			
Total, special schools . . . . .	\$10 179 27	\$16 591 45	\$14 038 08	\$200 075 76	\$75 366 56	\$770 005 72			

TABLE 7  
Miscellaneous and compulsory attendance

COUNTIES	Super- visory districts	MISCELLANEOUS				COMPULSORY ATTENDANCE LAW						
		No. of inspec- tions by district superin- tendent	Districts building new school- houses during year	Districts observ- ing Arbor day	No. of trees planted on school grounds	No. of school record certifi- cates granted	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN			No. of visits to school by at- tendance officer	No. of truants arrested by at- tendance officer	No. com- mitted to truant schools
							Arrested	Fined	Im- prisoned			
Albany.....	1	144	.....	43	81	58	6	4	.....	61	.....	.....
	2	104	.....	46	79	8	.....	.....	.....	51	.....	.....
	3	83	.....	36	90	58	.....	.....	.....	162	.....	.....
	4	140	.....	44	40	14	.....	.....	.....	38	.....	.....
Allegany.....	1	131	.....	37	41	13	8	2	.....	659	.....	.....
	2	119	.....	25	28	6	.....	.....	.....	244	.....	.....
	3	138	.....	45	68	26	.....	.....	.....	232	.....	.....
	4	100	.....	35	37	28	.....	.....	.....	473	.....	.....
Broome.....	5	141	.....	37	55	19	.....	.....	.....	30	.....	.....
	1	168	.....	46	42	27	.....	.....	.....	62	.....	.....
	2	160	.....	46	52	108	4	4	.....	363	.....	.....
	3	185	.....	52	33	16	.....	.....	.....	293	.....	.....
Cattaraugus.....	4	232	.....	56	48	51	.....	.....	.....	48	.....	.....
	1	103	.....	43	49	41	.....	.....	.....	69	.....	.....
	2	130	.....	59	108	96	.....	.....	.....	318	.....	.....
	3	122	.....	52	45	32	.....	.....	.....	33	.....	.....
Cayuga.....	4	196	.....	52	49	25	.....	.....	.....	196	.....	.....
	5	104	.....	45	30	43	.....	.....	.....	240	.....	.....
	1	102	.....	39	25	18	.....	.....	.....	237	.....	.....
	2	300	.....	41	40	28	.....	.....	.....	425	.....	.....
Chautauqua.....	3	104	.....	39	23	27	.....	.....	.....	22	.....	.....
	4	66	.....	42	33	57	.....	.....	.....	236	.....	.....
	5	175	.....	44	37	.....	.....	.....	.....	96	.....	.....
	1	102	.....	22	40	.....	.....	.....	.....	410	.....	.....
Chemung.....	2	94	.....	22	35	.....	.....	.....	.....	220	.....	.....
	3	71	.....	24	21	.....	.....	.....	.....	.....	.....	.....
	4	147	.....	40	23	.....	.....	.....	.....	502	.....	.....
	5	92	.....	51	45	.....	.....	.....	.....	6	.....	.....
Chemung.....	6	111	.....	49	37	.....	.....	.....	.....	5	.....	.....
	1	153	.....	51	340	.....	.....	.....	.....	850	.....	.....

Chenango.....	I	85	50	55	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	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[illegible]

TABLE 7 (continued)  
Miscellaneous and compulsory attendance

COUNTIES	Super- visory districts	MISCELLANEOUS				COMPULSORY ATTENDANCE LAW					No. of com- mitted to truants schools	
		No. of inspec- tions by district superin- tendent	Districts building new school- houses during year	Districts observ- ing Arbor day	No. of trees planted on school grounds	No. of school record certifi- cates granted	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN			No. of visits to school by at- tendance officer		No. of truants arrested by at- tendance officer
							Arrested	Fined	Im- prisoned			
Schoharie.....	1	94	.....	43	37	18	.....	.....	.....	8	.....	.....
	2	115	.....	40	37	40	.....	.....	.....	539	.....	.....
Schuyler.....	3	72	.....	58	60	40	.....	.....	.....	248	.....	.....
	1	116	.....	48	32	23	.....	.....	.....	561	.....	.....
Seneca.....	2	95	.....	40	30	26	.....	.....	.....	230	.....	.....
	1	143	.....	46	36	66	.....	.....	.....	238	.....	.....
Steuben.....	2	208	.....	42	35	51	.....	.....	.....	602	.....	.....
	1	109	.....	35	20	90	.....	.....	.....	518	.....	.....
	2	72	.....	41	73	26	.....	.....	.....	36	.....	.....
	3	118	.....	38	52	21	.....	.....	.....	247	.....	.....
	4	91	.....	32	33	18	.....	.....	.....	56	.....	.....
	5	115	.....	30	153	126	.....	.....	.....	68	.....	.....
	6	95	.....	47	50	54	.....	.....	.....	10	.....	.....
Suffolk.....	7	101	.....	44	29	34	.....	.....	.....	650	.....	.....
	1	111	.....	51	79	153	.....	.....	.....	414	.....	.....
	2	100	.....	2	2	175	.....	.....	.....	1 343	.....	.....
	3	94	.....	32	76	144	.....	.....	.....	1 863	.....	.....
Sullivan.....	1	88	.....	45	53	52	.....	.....	.....	980	.....	.....
	2	89	.....	47	58	40	.....	.....	.....	63	.....	.....
	3	72	.....	48	53	48	.....	.....	.....	451	.....	.....
Tioga.....	1	121	.....	45	29	27	.....	.....	.....	276	.....	.....
	2	99	.....	45	43	22	.....	.....	.....	247	.....	.....
Tompkins.....	3	102	.....	31	47	26	.....	.....	.....	467	.....	.....
	1	116	.....	33	51	16	.....	.....	.....	239	.....	.....
	2	144	.....	41	41	34	.....	.....	.....	209	.....	.....
	3	145	.....	58	13	.....	.....	.....	.....	253	.....	.....
Ulster.....	1	133	.....	45	60	119	.....	.....	.....	38	.....	.....
	2	82	.....	60	87	98	.....	.....	.....	510	.....	.....
	3	76	.....	62	69	89	.....	.....	.....	686	.....	.....
	4	76	.....	37	30	68	.....	.....	.....	106	.....	.....
			.....				.....	.....	.....	102	.....	.....
			.....				.....	.....	.....	47	.....	.....

	I	115	36	53	43	4	3	10	9	77	192	762	90
Warren.....	2	100	35	42	7	.....	.....	.....	.....	.....	930	.....	.....
	1	113	32	79	4	.....	.....	.....	.....	.....	40	.....	.....
Washington..	3	103	46	33	33	II	I	.....	.....	.....	210	.....	.....
	2	131	62	33	71	9	2	.....	.....	.....	32	.....	.....
	3	131	49	33	77	.....	.....	.....	.....	.....	623	.....	.....
	4	112	42	47	20	.....	I	.....	.....	.....	600	4	.....
Wayne.....	1	85	54	45	121	17	4	.....	.....	.....	429	.....	2
	2	93	45	21	44	.....	.....	.....	.....	.....	716	5	.....
	3	123	44	17	34	.....	.....	.....	.....	.....	250	.....	.....
	4	54	48	35	18	.....	.....	.....	.....	.....	275	.....	.....
Westchester ...	2	84	28	34	19	.....	.....	.....	.....	.....	250	.....	.....
	3	86	25	31	35	10	I	.....	.....	.....	373	III	.....
	4	129	38	35	10	.....	.....	.....	.....	.....	679	.....	.....
	2	125	39	51	60	30	8	.....	.....	.....	I 100	3	.....
Wyoming.....	1	106	50	29	43	.....	.....	.....	.....	.....	57	.....	.....
	2	101	56	29	72	.....	.....	.....	.....	.....	40	.....	.....
	3	114	51	43	57	.....	I	.....	.....	.....	68	.....	.....
Yates.....	1	86	52	78	40	.....	.....	.....	.....	.....	443	.....	4
	2	125	43	49	31	.....	I	.....	.....	.....	23	.....	.....
Total.....	.....	23 100	9 352	11 343	10 646	759	253	10	9	77 192	762	.....	90

TABLE 7 (concluded)  
Miscellaneous and compulsory attendance

CITIES	MISCELLANEOUS				COMPULSORY ATTENDANCE LAW					
	Cities building new school- houses during year	Cities observing Arbor day	No. of trees planted on school grounds	No. of school record- certifi- cates issued	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN		No. of firms or corpora- tions fined	No. of cases investi- gated by attend- ance officer	No. of truants arrested by attend- ance officer	No. com- mitted to truant schools
					Arrested	Fined	Im- prisoned			
Albany.....	.....	I	5	319	81	...	...	2 640	167	10
Amsterdam.....	I	I	6	386	10	2	...	1 717	17	3
Auburn.....	.....	I	1	102	21	...	...	1 057	31	0
Binghamton.....	.....	I	5	254	17	...	...	1 253	54	7
Buffalo.....	.....	I	120	3 559	419	39	I	27 131	290	232
Cohoes.....	.....	I	...	174	12	...	...	1 155	50	23
Corning.....	.....	I	...	24	13	...	...	1 144	4	2
Cortland.....	.....	I	...	12	2	...	2	440	7	...
Dunkirk.....	.....	I	...	101	0	I	...	680	30	5
Elmira.....	.....	I	8	117	1	...	...	925	17	6
Fulton.....	.....	I	1	93	...	...	...	846	34	...
Geneva.....	.....	I	2	10	14	5	...	176	4	...
Glen Falls.....	I	I	...	29	3	...	...	3 210	...	...
Grovesville.....	.....	I	...	160	4	...	...	3 182	10	2
Hornell.....	.....	I	5	77	...	...	...	912	25	...
Hudson.....	I	I	2	37	5	...	...	959	18	2
Ithaca.....	.....	I	...	43	5	...	...	1 482	10	1
Janesville.....	.....	I	8	300	8	5	3	235	18	2
Johnstown.....	I	I	3	72	4	I	...	629	18	...
Kingston.....	I	I	13	160	3	I	...	3 239	41	1
Lackawanna.....	.....	.....	47	98	37	I	...	...	5	2
Little Falls.....	.....	I	...	74	3	2	...	393	38	...
Lyonsport.....	.....	I	...	101	3	I	...	647	7	3
Middletown.....	.....	I	...	156	...	...	...	727	3	...
Monroe Vernon.....	.....	I	...	150	34	5	...	613	34	7
New Rochelle.....	.....	I	4	100	18	...	...	4 000	30	2
New York.....	5	I	608	40 591	821	55	6	162 124	1 040	901
Newburgh.....	.....	I	...	45	0	...	...	153	7	6
Niagara Falls.....	.....	I	...	263	71	19	...	1 728	52	4
North Tonawanda.....	.....	I	...	55	5	4	...	2 369	3	...
Ogdensburg.....	.....	I	...	73	...	...	...	685	...	...



Olean.....	77	10	.....	.....	.....	1 423	5	.....
Oneida.....	50	11	.....	.....	.....	716	4	.....
Oneonta.....	25	6	.....	.....	.....	396	37	.....
Oswego.....	134	6	.....	.....	.....	630	11	.....
Plattsburg.....	43	7	.....	.....	.....	2 353	32	7
Port Jervis.....	42	2	.....	.....	.....	2 970	12	.....
Poughkeepsie.....	112	.....	.....	.....	.....	386	52	7
Rensselaer.....	43	3	.....	.....	.....	891	10	1
Rochester.....	1 140	169	.....	.....	.....	4 024	673	.....
Rome.....	95	3	.....	.....	.....	1 075	6	4
Schenectady.....	419	20	.....	.....	.....	5 403	30	5
Syracuse.....	987	20	.....	.....	.....	1 518	55	.....
Tonawanda.....	93	4	.....	.....	.....	205	.....	35
Troy.....	349	27	.....	.....	.....	1 849	25	8
Utica.....	114	6	.....	.....	.....	3 495	78	13
Watertown.....	128	11	.....	.....	.....	1 508	12	13
Watervliet.....	101	2	.....	.....	.....	4 410	.....	1
Yonkers.....	120	37	.....	.....	.....	4 610	107	8
Total, cities.....	51 690	1 976	.....	.....	.....	265 461	3 266	1 344
Total, towns.....	10 640	759	.....	.....	.....	.....	702	90
Total, State.....	62 342	2 735	.....	.....	.....	.....	4 028	1 434

TABLE 8  
Indian school statistics 1911-12

RESERVATION	NUMBER OF DISTRICTS	PUPILS OF SCHOOL AGE	NUMBER ATTENDING SCHOOL	NUMBER OF DAYS OF SCHOOL	AVERAGE DAILY ATTENDANCE	VALUE OF BUILDINGS	NUMBER OF TEACHERS
Allegany.....	7	192	150	190	87	\$3 500	7
Cattaraugus.....	10	268	196	180	113	8 000	9
Onondaga.....	1	186	126	162	173	8 700	9
St. Regis.....	8	399	177	183	144	4 200	8
Shinnecock.....	1	57	40	189	24	3 600	1
Tonawanda.....	4	104	104	189	51	2 200	4
Tuscarora.....	2	94	54	186	29	1 500	2
Total.....	33	1 242	847	.. .. .	521	\$26 700	36

TABLE 9  
Evening schools 1911-12

CITIES	NO. OF TEACHERS		No. of evening sessions	No. of hours in each session	NO. OF PERSONS OF ALL AGES WHO ATTENDED EVENING SCHOOLS				PUPILS				AVERAGE DAILY ATTENDANCE		PAYMENTS				
	Males	Females			Males		Females		Males		Females		Total	Males	Females	Total	For teachers' salaries	For all other expenses	Total
					Males	Females	Males	Females	Males	Females	Males	Females							
Albany																			
Elementary schools	4	26	89	11	575	140	715									\$4 515	\$835 84	\$5 150 84	
Secondary schools	14	6	89	11	447	428	875									5 219	408 54	5 627 54	
Total	18	32	89	11	1 022	568	1 590									9 734	1 044 38	10 778 38	
Amsterdam																			
Elementary schools	6		54	2	162	71	233									556	81	637	
Secondary schools	2		54	2	5	15	20												
Total	8		54	2	167	86	253		36	54	90		52	36	88	556	81	637	
Auburn																			
Elementary schools	4	12	42	2	226	18	244									1 813 50	790 63	2 604 13	
Secondary schools	6	4	42	2	118	70	188									1 813 50	790 63	2 604 13	
Total	10	16	42	2	344	88	432		21	8	29		165	54	219	1 813 50	790 63	2 604 13	
Binghamton																			
Elementary schools	5	6	59	21	391	52	443									1 276 50	63 63	1 345 13	
Secondary schools			59	21	2	2	4									1 276 50	63 63	1 345 13	
Total	5	6	59	21	393	54	447									1 276 50	63 63	1 345 13	
Buffalo																			
Elementary schools	70	195	75	2			7 751									46 322	4 906 01	51 228 01	
Secondary schools	50	12	75	2			2 783									14 519	1 981 50	16 480 50	
Total	120	207	75	2			10 534				3 004					60 841	6 887 51	67 708 51	
Cohoes																			
Elementary schools		3	36	2	89	25	105									316		316	
Secondary schools			36	2															
Total		3	36	2	89	25	105									316		316	

TABLE 9 (continued)  
Evening schools 1911-12

CITIES	NO. OF TEACHERS		No. of evening sessions	No. of hours in each session	NO. OF PERSONS OF ALL AGES WHO ATTENDED EVENING SCHOOLS				PUPILS				PAYMENTS			
	Males	Females			NO. OF PERSONS OF ALL AGES WHO ATTENDED EVENING SCHOOLS		NO. OVER 8 AND UNDER 16 YEARS OF AGE WHO ATTENDED EVENING SCHOOLS		AVERAGE DAILY ATTENDANCE		For teachers' salaries	For all other expenses	Total			
					Males	Females	Total	Males	Females	Total				Males	Females	Total
Elmira																
Elementary schools...	3	35	59	2	81	116	197	..	..	..	..	\$206 50	\$273 86	\$1 180 36		
Secondary schools ..	6	199	59	2	129	328	457	..	..	..	..	1 298 50	50	1 348 50		
Total .....	6	234	59	2	210	444	654	14	8	22	..	2 204 50	323 86	2 528 36		
Fulton																
Elementary schools	1	11	60	1½	87	98	185	..	..	..	13	144	60	204		
Secondary schools...	2	11	60	1½	87	98	185	2	..	..	13	144	60	204		
Total .....	1	22	60	1½	174	196	370	2	..	..	26	288	120	408		
Geneva																
Elementary schools	1	3	24	1½	29	32	61	..	..	..	20	236	15	251		
Secondary schools ..	2	3	24	1½	29	32	61	..	..	..	20	236	15	251		
Total .....	3	6	24	1½	58	64	122	..	..	..	40	472	30	502		
Gloversville																
Elementary schools	7	78	50	2	135	213	348	..	..	..	70	440	..	440		
Secondary schools ..	7	78	50	2	135	213	348	6	..	..	70	440	..	440		
Total .....	14	156	50	2	270	426	696	1	..	..	140	880	..	880		
Hudson																
Elementary schools	1	16	42	2	31	47	78	..	..	..	16	133	23 24	156 24		
Secondary schools ..	1	16	42	2	31	47	78	..	..	..	16	133	23 24	156 24		
Total .....	2	32	42	2	62	94	156	..	..	..	32	266	46 48	312 48		
Ithaca																
Elementary schools ..	1	191	40	2	260	451	711	..	..	..	..	1 015	..	1 015		
Secondary schools ..	4	5	40	2	260	451	711	..	..	..	..	1 015	..	1 015		
Total .....	5	196	40	2	520	902	1422	..	..	..	..	2 030	..	2 030		
Janestown																
Elementary schools.	1	139	53	1½	537	723	1260	..	..	..	75	1 261	76	1 337		
Secondary schools ..	5	116	53	1½	116	268	384	..	..	..	34	725 51	40	765 51		
Total .....	6	255	53	1½	703	991	1644	31	19	50	339	1 986 51	116	2 102 51		

Johnstown	1	4	50	14	110	50	100	.	.	.	39	14	53	283	34	317
Elementary schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ..	1	4	50	14	110	50	100	13	8	21	...	14	53	283	34	317
Total .....	1	4	50	14	110	50	100	13	8	21	...	14	53	283	34	317
Lackawanna	1	...	56	2	35	..	35	.	.	.	21	...	21	...	...	...
Elementary schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ..	1	...	56	2	35	..	35	.	.	.	21	...	21	...	...	...
Total .....	1	...	56	2	35	..	35	.	.	.	21	...	21	...	...	...
Little Falls	1	2	39	2	70	16	86	.	.	.	50	10	60	160 50	39	208 50
Elementary schools ..	3	...	39	2	20	4	24	...	...	...	20	3	23	145 50	39	184 50
Secondary schools ..	4	2	39	2	30	20	110	..	...	...	70	13	83	315	78	303
Total .....	4	2	39	2	30	20	110	..	...	...	70	13	83	315	78	303
Mount Vernon	1	4	81	2	244	53	297	.	.	.	66	14	80	3 839	682 32	4 521 82
Elementary schools ..	8	4	81	2	283	246	528	36	...	...	78	67	145	...	...	...
Secondary schools ..	9	8	81	2	526	299	825	...	...	45	144	81	225	3 839	682 32	4 521 82
Total .....	9	8	81	2	526	299	825	...	...	45	144	81	225	3 839	682 32	4 521 82
New Rochelle	8	...	61	2	260	31	291	...	...	...	84	11	95	2 030 50	1 399 37	3 480 37
Elementary schools ..	8	...	61	2	205	51	256	...	...	...	42	31	73	1 382	474 81	1 856 81
Secondary schools ..	16	1	61	2	465	82	547	77	12	39	126	42	168	3 462 50	1 874 88	5 337 13
Total .....	16	1	61	2	465	82	547	77	12	39	126	42	168	3 462 50	1 874 88	5 337 13
New York	823	633	90	2	50 920	34 063	84 992	...	...	...	17 532	14 108	31 640	383 234 89	23 865 50	417 100 39
Elementary schools ..	378	198	120	2	27 939	14 154	42 093	...	...	...	6 439	4 259	10 698	353 212 13	9 726	362 938 13
Secondary schools ..	1 201	831	120	2	78 888	48 217	127 085	...	...	...	23 971	13 367	42 338	746 447 02	33 591 50	780 038 52
Total .....	1 201	831	120	2	78 888	48 217	127 085	...	...	...	23 971	13 367	42 338	746 447 02	33 591 50	780 038 52
Newburgh	4	7	46	2	207	30	237	...	...	...	80	11	91	1 470 50	...	1 470 50
Elementary schools ..	4	3	46	2	108	42	150	...	...	...	31	15	46	1 470 50	...	1 470 50
Secondary schools ..	8	10	46	2	315	72	337	16	9	25	111	26	137	1 470 50	...	1 470 50
Total .....	8	10	46	2	315	72	337	16	9	25	111	26	137	1 470 50	...	1 470 50
Oswego	2	1	61	14	50	.	50	...	...	...	35	...	35	301 75	...	301 75
Elementary schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ..	2	1	61	14	50	.	50	...	...	...	35	...	35	301 75	...	301 75
Total .....	2	1	61	14	50	.	50	...	...	...	35	...	35	301 75	...	301 75
Toughkeensie	5	5	91	2	235	135	420	...	...	...	60	40	100	1 050 50	105 65	1 156 15
Elementary schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ..	5	5	91	2	235	135	420	13	20	33	60	40	100	1 050 50	105 65	1 156 15
Total .....	5	5	91	2	235	135	420	13	20	33	60	40	100	1 050 50	105 65	1 156 15
Rochester	86	191	69	1	4 731	5 127	9 858	...	...	...	918	904	1 912	28 727 61	16 260 88	64 907 49
Elementary schools ..	20	26	69	1	534	437	991	...	...	...	108	132	230	8 038 75	1 477 35	9 516 10
Secondary schools ..	106	217	69	1	5 285	5 564	10 849	955	1 008	2 033	1 050	1 176	2 262	40 708 36	17 747 33	61 513 59
Total .....	106	217	69	1	5 285	5 564	10 849	955	1 008	2 033	1 050	1 176	2 262	40 708 36	17 747 33	61 513 59

TABLE 9 (concluded)  
Evening schools 1911-12

CITIES	NO. OF TEACHERS		No. of evening sessions	No. of hours in each session	PUPILS				PAYMENTS								
					NO. OVER 8 AND UNDER 16 YEARS OF AGE WHO ATTENDED EVENING SCHOOLS				AVERAGE DAILY ATTENDANCE		For teachers' salaries	For all other expenses	Total				
	NO. OF PERSONS OF ALL AGES WHO ATTENDED EVENING SCHOOLS				NO. OVER 8 AND UNDER 16 YEARS OF AGE WHO ATTENDED EVENING SCHOOLS		AVERAGE DAILY ATTENDANCE										
	Males	Females			Males	Females	Males	Females	Males	Females	Total						
Syracuse	5	39	88	11	1 123	416	1 539					550		\$6 016	\$600	\$7 516	
Elementary schools . .	10	7	88	11	390	374	764					262		2 956 33	144	3 100 33	
Secondary schools . .	15	46	88	11	1 513	790	2 303	140	276	136		812		9 872 33	744	10 616 33	
Total . . . .																	
Troy	3	10	87	2	300	31	331										
Elementary schools . .	9	1	89	2	152	64	216										
Secondary schools . .	12	11	87	2	452	95	547	216	225	9							
Total . . . .																	
Utica	4	21	56	11	943	202	1 145										
Elementary schools . .	4	21	56	11	943	202	1 145	161	50								
Secondary schools . .	4	21	56	11	943	202	1 145	161	50								
Total . . . .																	
Watertown																	
Elementary schools . .	2	7	80	2	46	12	58										
Secondary schools . .	2	7	80	2	46	12	58	1	3	2							
Total . . . .																	
Yonkers	4	7	90	2	251	179	430										
Elementary schools . .	32	9	90	2	1 726	712	2 438										
Secondary schools . .	36	16	90	2	1 977	891	2 868	239	340	101							
Total . . . .																	
Total, elementary . .	1 042	1 204	1 042	1 042	1 111	115	1 105										
Total, secondary . .	559	231	559	559	1 511	926	1 105										
Total, State . . . .	1 601	1 435	1 601	1 601	1 631	1 031	1 031										



TABLE 10 (*continued*)  
Statement showing outstanding bonded indebtedness

COUNTIES	Supervisory districts	RECEIPTS			PAYMENTS				Total outstanding bonded indebtedness of district
		Remaining on hand from proceeds of sale of bonds of previous year	Received during the year from the sale of bonds	Total	For new school building out of proceeds of bond sale	For other purposes out of proceeds of bond sale	Balance remaining on hand from proceeds of bond sale	Total	
Chenango.....	1	.....	\$25 000 ..	\$25 000 ..	\$2 400 ..	\$1 400 ..	\$21 200 ..	.....	\$1 750 ..
	2	.....	.....	.....	.....	.....	.....	\$25 000 ..	25 000 ..
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	.....	.....	.....	.....	.....	.....	32 000 ..
	5	.....	.....	.....	.....	.....	.....	.....	.....
Clinton.....	1	.....	6 439 91	6 439 91	.....	5 314 91	1 125 ..	6 439 91	6 439 91
	2	.....	1 400 ..	1 400 ..	.....	75 ..	97 85 ..	1 400 ..	8 000 ..
	3	.....	1 500 ..	1 500 ..	1 227 15	.....	.....	1 500 ..	1 500 ..
	4	.....	12 835 ..	12 835 ..	1 500 ..	.....	12 835 ..	12 835 ..	15 350 ..
	5	.....	.....	.....	.....	.....	.....	.....	22 000 ..
Columbia.....	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	.....	.....	.....	.....	.....	.....	.....
	5	.....	.....	.....	.....	.....	.....	.....	8 800 ..
Cortland.....	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	.....	.....	.....	.....	.....	.....	.....
	5	.....	.....	.....	.....	.....	.....	.....	.....
Delaware.....	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	.....	.....	.....	.....	.....	.....	.....
	5	.....	.....	.....	.....	.....	.....	.....	.....
Dutchess.....	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	5 563 50	5 563 50	.....	.....	.....	.....	.....
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	35 227 68	35 227 68	35 089 19	.....	138 49 ..	35 227 68	37 500 ..
	5	.....	.....	.....	.....	.....	.....	.....	.....
Erie.....	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	\$4 400 ..	56 260 08	60 660 08	55 654 98	4 400 ..	605 10 ..	60 660 08	142 000 ..
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	9 950 94	9 950 94	4 459 32	.....	5 491 62 ..	9 950 94	9 000 ..
	5	5 000 ..	.....	5 000 ..	.....	5 000 ..	.....	5 000 ..	75 000 ..



[illegible]



[illegible]

TABLE 10 (continued)  
Statement showing outstanding bonded indebtedness

COUNTIES	Supervisory districts	RECEIPTS			PAYMENTS				Total outstanding bonded indebtedness of district
		Remaining on hand from proceeds of sale of bonds of previous year	Received during the year from the sale of bonds	Total	For new school building out of proceeds of bond sale	For other purposes out of proceeds of bond sale	Balance remaining on hand from proceeds of bond sale	Total	
Warren...	1	.....	.....	.....	.....	.....	.....	.....	\$28 700 ..
Washington ..	1	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....
	3	.....	.....	.....	.....	.....	.....	.....	.....
	4	.....	.....	.....	.....	.....	.....	.....	.....
Wayne.....	1	11 779 54	\$35 796 35	47 575 89	\$31 177 64	9 648 70	\$6 749 55	47 575 89	71 071 25
	2	.....	.....	.....	.....	.....	.....	.....	3 600 ..
	3	.....	.....	.....	.....	.....	.....	.....	5 500 ..
	4	.....	.....	.....	.....	.....	.....	.....	7 200 ..
Westchester	1	36 558 21	56 724 53	93 282 74	31 205 99	4 285 26	57 731 49	93 282 74	1 086 750
	2	99 881 51	199 725 17	299 576 68	130 775 03	43 549 65	125 252	299 576 68	640 600
	3	1 186 08	12 914 45	14 106 33	10 065 47	1 067 61	2 307 25	14 106 33	273 109 75
Wyoming.....	4	82 029 51	97 048 92	179 078 43	91 690 14	15 345 55	72 636 74	179 078 43	406 050
	5	.....	.....	.....	.....	.....	.....	.....	2 200 ..
	6	.....	15 228 45	15 228 45	15 200	.....	28 45	15 228 45	15 000 ..
Yates.....	7	.....	.....	.....	.....	.....	.....	.....	55 700 ..
	8	.....	.....	.....	.....	.....	.....	.....	28 000 ..
Total, towns		\$594 531 70	\$1 411 016 63	\$2 005 548 33	\$1 280 322 10	\$176 414 20	\$548 812 03	\$2 005 548 33	\$9 554 712 86

TABLE 10 (continued)  
Statement showing outstanding bonded indebtedness

[illegible]

TABLE 10 (concluded)  
Statement showing outstanding bonded indebtedness

CITIES	RECEIPTS			PAYMENTS				Total outstanding bonded in- debtedness of city
	Remaining on hand from pro- ceeds of sale of bonds of previous year	Received during the year from the sale of bonds	Total	For new school build- ing out of proceeds of bond sale	For other purposes out of proceeds of bond sale	Balance remaining on hand from proceeds of bond sale	Total	
Oneida.....	\$870 85	\$954 16	\$1 825 01	\$975 43	\$849 58	.....	\$1 825 01	\$61 000 ..
Oneonta.....	.....	6 528 56	6 528 56	2 000 ..	.....	\$1 528 56	6 528 56	84 000 ..
Oswego.....	.....	45 000 ..	45 000 ..	13 000 ..	250 ..	31 750 ..	45 000 ..	45 000 ..
Plattsburg.....	.....	120 418 70	120 418 70	27 715 27	.....	68 703 43	120 418 70	122 000 ..
Port Jervis.....	1 886 53	54 804 92	56 691 45	49 326 50	24 000 ..	7 364 92	56 691 45	35 000 ..
Poughkeepsie.....	.....	120 000 ..	120 000 ..	79 513 26	.....	40 486 74	120 000 ..	120 000 ..
Rensselaer.....	.....	.....	.....	.....	.....	.....	.....	.....
Rochester.....	3 304 04	350 000 ..	353 304 04	1 104 04	32 573 19	310 626 81	353 304 04	21 000 ..
Rome.....	.....	.....	.....	.....	.....	.....	.....	.....
Schenectady.....	.....	.....	.....	.....	.....	.....	.....	.....
Syracuse.....	.....	.....	.....	.....	.....	.....	.....	.....
Tonawanda.....	.....	.....	.....	.....	.....	.....	.....	.....
Troy.....	.....	339 536	339 536	158 435 ..	.....	.....	339 536	84 000 ..
Utica.....	16 089 45	1 000 ..	16 089 45	1 000 ..	11 517 06	181 101 ..	16 089 45	804 919 30
Watertown.....	.....	.....	.....	.....	.....	3 572 39	.....	479 170 ..
Watervliet.....	17 800 93	10 000 ..	27 800 93	17 800 93	10 000 ..	.....	27 800 93	251 300 ..
Yonkers.....	84 909 11	110 685 43	195 594 54	99 400 56	22 430 ..	73 703 98	195 594 54	86 000 ..
Total cities.....	\$273 345 97	\$2 289 420 53	\$2 562 766 50	\$776 772 52	\$425 631 45	\$1 360 362 53	\$2 562 766 50	\$10 967 573 30
Total towns.....	594 531 70	1 411 016 63	2 005 548 33	1 280 322 10	176 414 20	548 812 03	2 005 548 33	9 554 742 86
Total State.....	\$867 877 67	\$3 700 437 16	\$4 568 314 83	\$2 057 094 62	\$602 045 65	\$1 909 174 56	\$4 568 314 83	\$20 522 316 16

TABLE II  
Average attendance and cost per pupil

COUNTIES	Supervisory districts	Number of children in district over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Albany.....	1	31	30	18	61.1	\$39 68
	2	17	17	11	65.4	41 52
	3	41	35	24	69.8	34 01
Allegheny.....	1	18	18	13	71.4	35 80
	2	22	24	17	71.1	40 11
	3	20	22	16	69.4	40 20
	4	17	19	14	71.1	37 22
	5	26	25	19	74.6	38 05
Broome.....	1	20	21	15	71.7	35 77
	2	19	19	13	67.9	35 23
	3	23	28	20	70.7	33 83
	4	16	18	12	66.1	37 67
Cattaraugus..	1	19	21	14	67.0	38 85
	2	25	23	16	68.3	35 16
	3	29	26	19	72.7	37 38
	4	22	23	16	72.2	37 41
	5	19	20	14	72.4	38 08
Cayuga ....	1	17	19	13	67.0	37 12
	2	26	27	19	70.6	33 83
	3	24	21	16	75.1	38 26
	4	22	20	14	69.5	33 79
	5	16	18	11	62.6	49 19
Chautauqua .	1	28	29	20	71.4	33 74
	2	21	25	17	67.9	31 77
	3	19	20	13	66.9	39 75
	4	19	23	16	68.2	37 97
	5	28	28	20	72.6	39 74
	6	24	26	19	70.5	35 83
Chemung.....	1	23	24	17	71.3	35 91
	2	20	21	14	67.4	35 05
Chenango.....	1	15	16	11	67.1	38 55
	2	17	20	14	72.8	38 11
	3	15	18	12	65.5	44 04
	4	16	21	14	66.7	41 92
	5	23	27	21	77.2	33 59
Clinton.....	1	29	27	18	68.5	26 67
	2	30	32	20	63.3	25 67
	3	33	28	19	67.1	27 96
Columbia.....	1	22	23	16	68.9	41 87
	2	33	30	20	65.9	34 19
	3	20	20	12	60.2	41 71
Cortland.....	1	25	24	18	74.6	33 63
	2	18	18	11	63.2	41 42
	3	17	19	13	70.1	32 50
Delaware.....	1	19	21	15	70.7	35 40
	2	23	25	17	69.0	34 59
	3	19	23	17	76.3	35 16
	4	19	20	15	73.0	41 08
	5	15	18	12	68.6	37 94
	6	15	18	13	72.8	44 59
Dutchess.....	1	45	35	24	69.0	36 87
	2	34	30	20	66.9	40 67
	3	24	23	15	67.2	41 71
	4	28	28	19	68.5	46 10
Erie.....	1	33	26	19	75.0	39 91
	2	49	33	23	69.3	46 16
	3	34	29	21	72.8	31 44
	4	34	30	21	69.5	28 38
	5	29	25	16	65.5	36 33
Essex.....	1	20	21	15	71.5	52 20
	2	26	24	17	69.6	36 71
	3	25	25	17	67.6	40 41

TABLE II (continued)  
Average attendance and cost per pupil

COUNTIES	Supervisory districts	Number of children in district over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Franklin...	1	35	34	24	70.2	\$25.05
	2	33	29	20	68.5	45.81
	3	31	31	20	66.3	20.23
	4	27	28	19	69.2	25.16
Fulton..	1	19	19	12	63.1	37.16
	2	26	26	18	67.9	29.61
Genesee..	1	33	30	21	71.4	46.65
	2	26	26	19	72.9	39.37
Greene.....	1	31	29	20	70.2	39.04
	2	20	21	14	67.9	35.59
	3	24	23	16	70.7	39.
Hamilton..		15	16	11	69.6	75.60
Herkimer..	1	28	30	22	73.6	35.83
	2	24	25	17	66.4	39.47
	3	27	25	19	73.9	37.66
	4	17	21	12	59.2	52.42
Jefferson..	1	18	19	12	64.1	40.59
	2	21	24	17	70.2	34.47
	3	16	22	16	73.3	33.57
	4	18	21	15	72.6	37.12
	5	21	22	16	69.4	36.19
Lewis....	6	23	25	17	69.1	40.79
	1	26	23	16	67.4	29.09
	2	17	20	14	69.7	37.20
	3	15	16	11	66.1	35.88
	4	18	19	13	67.8	34.41
Livingston.....	1	28	24	17	71.5	40.72
	2	21	21	14	67.7	41.13
	3	25	21	15	73.4	41.53
Madison.....	1	21	24	17	70.9	42.32
	2	19	21	15	72.5	38.67
	3	18	19	13	70.3	42.24
	4	27	30	21	71.1	32.41
Monroe....	1	43	37	26	69.5	32.
	2	29	31	22	72.7	36.48
	3	37	30	20	67.5	36.94
	4	36	29	20	69.5	37.61
Montgomery..	1	24	25	18	74.4	37.47
	2	26	25	18	72.7	37.60
Nassau....	1	36	32	23	72.9	58.81
	2	37	34	25	72.2	58.13
Niagara...	1	27	28	19	67.8	29.35
	2	35	26	16	63.0	37.86
	3	31	31	21	67.5	30.62
Oneida.....	1	32	29	21	70.5	32.45
	2	22	24	16	69.3	38.02
	3	24	24	18	75.0	34.32
	4	23	22	15	67.1	28.46
	5	16	18	12	67.0	40.90
	6	19	22	15	68.2	30.68
	7	17	18	12	70.1	40.
Onondaga.....	1	22	23	16	71.3	37.76
	2	27	28	19	69.2	34.94
	3	26	27	19	69.3	34.02
	4	25	26	19	73.4	37.24
	5	29	29	22	73.3	39.04
Ontario.....	1	28	26	19	74.7	46.96
	2	28	27	20	73.2	32.97
	3	30	26	18	67.2	33.36
	4	18	19	14	71.1	36.27



TABLE II (continued)  
Average attendance and cost per pupil

COUNTIES	Supervisory districts	Number of children in district over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Orange.....	1	36	34	23	69.7	\$35 18
	2	33	32	23	71.6	39 97
	3	32	30	22	72.4	35 70
Orleans . . . . .	1	29	27	19	70.9	35 77
	2	33	25	18	73.7	40 59
	3	26	28	20	71.7	32 08
Oswego .. . . .	1	18	20	13	66.5	39 66
	2	19	22	14	63.8	35 88
	3	21	24	16	69.6	29 33
	4	15	24	15	61.5	31 52
	5	25	25	16	63.8	31 48
Otsego... . .	1	19	20	13	67.7	42 73
	2	15	18	13	71.5	43 70
	3	21	24	18	74 3	42 48
	4	21	23	17	71.4	40 99
	5	16	18	13	72.5	43 36
	6	17	15	11	76.4	45 42
Putnam... . .		26	27	18	65 4	47 41
Rensselaer . . .	1	68	53	41	78.1	40 19
	2	21	22	15	65.1	30 68
	3	30	28	19	68.5	30 72
Rockland		41	35	26	73 7	43 78
St Lawrence	1	25	26	18	69.7	31 80
	2	18	20	14	70 1	34 63
	3	18	20	14	71.5	32 15
	4	18	19	14	71.8	32 19
	5	20	23	16	70.0	33 80
	6	26	26	18	69.1	29 38
	7	26	27	19	68 9	31 32
	8	21	22	15	70 2	26 68
Saratoga... . .	1	35	32	24	74.7	27 97
	2	25	24	16	64 7	34 57
	3	32	28	21	75.4	46 33
	4	22	24	16	69 1	31 53
Schenectady... .		32	31	22	70 9	37 12
Schoharie . . . .	1	15	16	11	67.5	37 92
	2	25	24	17	70.2	31 51
	3	22	23	17	71.1	35 52
Schuyler . . . . .	1	18	19	13	69.0	37 94
	2	20	23	16	71 7	32 37
Seneca... . . . .	1	24	24	17	71.2	36 55
	2	30	27	19	71.4	39 21
Steuben..... . .	1	27	27	19	71 9	34 66
	2	23	25	19	75 9	31 69
	3	23	26	18	68 1	35 81
	4	20	21	14	66.3	28 78
	5	20	22	15	69.0	38 06
	6	20	22	15	65.5	43 66
	7	16	20	14	70 2	36 41
Suffolk..... . . .	1	32	32	24	76.3	42 74
	2	33	33	24	74.4	46 83
	3	40	37	26	71.2	46 54
Sullivan. .... . .	1	33	33	23	67.6	26 74
	2	26	26	18	70.5	30 06
	3	33	36	23	61 9	24 46
Tioga . . . . .	1	18	20	14	69 4	36 25
	2	23	24	17	72.5	37 28
	3	20	21	15	72 4	39 80
Tompkins.... . . .	1	17	21	15	69 6	35 40
	2	20	22	15	70.0	40 68
	3	16	18	13	71.9	41 64

TABLE II (continued)  
Average attendance and cost per pupil

COUNTIES	Supervisory districts	Number of children in district over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Ulster.....	1	45	36	25	60.1	\$31.35
	2	35	36	24	63.2	27.92
	3	31	30	20	67.2	26.57
	4	33	21	21	66.2	29.26
Warren.....	1	31	26	17	67.4	42.12
	2	19	21	14	66.2	34.56
	3	22	24	16	66.9	27.96
	4	28	25	15	72.3	30.61
Washington.....	1	27	29	22	70.9	30.61
	2	24	25	18	71.1	35.34
	3	22	22	17	56.4	34.80
	4	27	27	21	78.3	35.60
Wayne .....	1	21	23	15	66.9	37.10
	2	26	28	20	69.6	33.32
	3	26	30	20	66.5	31.59
	4	37	32	25	75.9	67.52
Westchester.....	1	37	32	23	72.6	64.39
	2	34	30	22	75.4	59.83
	3	44	37	27	73.4	48.21
	4	22	19	13	66.8	36.77
Wyoming.. ..	1	26	26	19	73.0	31.25
	2	25	24	18	73.8	38.11
	3	25	27	19	70.2	35.06
	4	19	21	14	67.1	34.41
Yates.....	1	25	27	19	70.2	35.06
	2	19	21	14	67.1	34.41
	3	25	27	19	70.2	35.06
	4	19	21	14	67.1	34.41

TABLE II (*concluded*)  
Average attendance and cost per pupil

CITIES	Number of children in city over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Albany...	55	37	28	78.1	\$41.03
Amsterdam...	62	33	28	84.8	43.96
Auburn...	40	27	23	85.5	50.56
Binghamton...	37	35	29	81.4	27.71
Buffalo...	59	35	27	77.9	55.65
Cohoes...	83	31	24	77.1	35.54
Corning...	54	32	25	78.2	45.45
Cortland...	49	37	30	80.7	26.05
Dunkirk...	57	33	27	80.2	48.45
Elmira...	40	31	25	81.9	37.28
Fulton...	36	39	32	82.2	26.48
Geneva...	43	25	21	80.8	52.47
Glens Falls...	37	32	26	81.1	49.20
Gloversville...	40	36	30	81.1	32.62
Hornell...	39	30	26	84.7	37.84
Hudson...	50	37	29	77.9	29.88
Ithaca...	37	36	26	72.3	56.02
Jamestown...	39	40	32	81.7	38.46
Johnstown...	35	32	27	85.0	43.68
Kingston...	45	37	30	80.8	39.04
Lackawanna...	53	37	26	70.1	66.98
Little Falls...	56	36	27	75.2	37.90
Lockport...	39	34	26	76.1	35.10
Middletown...	38	38	30	79.8	41.67
Mount Vernon...	38	34	27	79.8	54.97
New Rochelle...	39	32	23	74.1	61.57
New York...	68	42	34	81.7	58.14
Newburgh...	49	35	30	83.5	37.34
Niagara Falls...	46	30	24	79.8	44.01
North Tonawanda...	46	32	24	76.8	54.69
Ogdensburg...	56	33	28	84.6	32.21
Olean...	33	32	26	80.7	43.68
Oneida...	36	38	31	82.0	37.20
Oneonta...	40	35	25	72.7	42.29
Oswego...	64	39	28	71.0	27.81
Plattsburg...	67	37	30	80.3	37.52
Port Jervis...	37	32	27	82.9	39.49
Poughkeepsie...	49	43	35	79.6	35.37
Rensselaer...	40	30	23	76.6	43.22
Rochester...	63	33	25	76.6	51.86
Rome...	47	37	30	80.8	35.19
Schenectady...	38	33	27	82.0	55.98
Syracuse...	57	38	30	77.8	38.85
Tonawanda...	42	30	27	79.6	40.30
Troy...	47	30	23	77.6	64.90
Utica...	51	37	26	70.0	39.57
Watertown...	38	35	29	82.1	28.76
Watervliet...	52	30	24	79.7	38.66
Yonkers...	43	35	29	82.2	62.15
Average for cities...	63	39	32	81.2	55.10
Average for towns...	27	24	18	76.9	39.10
Average for State...	49	33	26	79.9	50.70



## EXHIBIT C

### SECONDARY SCHOOLS

Table 1	Comparative statistics for high schools and academies
Table 2	Number of secondary schools reporting, 1895-1912
Table 3	Faculties, 1895-1912
Table 4	Secondary schools classified by grade, 1897-1912
Table 5	Pupils, 1895-1912
Table 6	Net property, 1895-1912
Table 7	Expenditures, 1895-1912
Table 8	Total expenditures, 1895-1912
Table 9	Charters and admissions
Table 10	Names of institutions changed
Table 11	Calendar of academic examinations
Table 12	Important statistics for each academic department

TABLE I

Comparative statistics for high schools and academies in 1911 and 1912

	Year	High schools	Academies	Total
Expended for teachers' salaries.	1912	\$6 386 627 16	\$732 018 09	\$7 118 675 25
	1911	5 746 065 93	707 324 62	6 453 390 55
		+\$640 561 23	+\$24 723 47	+\$665 284 70
Expended for buildings, sites, furniture, apparatus, repairs etc.	1912	\$1 505 687 64	\$264 750 56	\$1 771 438 20
	1911	1 158 179 22	427 150 75	1 585 329 97
		+\$348 508 42	—\$162 400 19	+\$186 108 23
Expended for school libraries.....	1912	\$58 616 63	\$11 410 31	\$70 026 94
	1911	52 389 84	10 315 62	62 705 46
		+\$6 226 79	+\$1 094 69	+\$7 321 48
Total expenditures (including in- vestments) . . . . .	1912	\$9 569 177 11	\$2 591 048	\$12 160 225 11
	1911	8 751 215 53	2 503 323 21	11 254 538 74
		+\$817 961 58	+\$87 724 79	+\$905 686 37
Average annual cost per pupil (ex- cluding investments).. . . .	1912	\$70 91	\$157 14	\$81 56
	1911	67 66	166 99	78 76
		+\$3 25	—\$9 85	+\$2 80
Value of buildings and ground; and furniture..... . . . .	1912	\$28 205 148 ..	\$12 309 499 .	\$40 514 647 ..
	1911	24 564 666 .	11 933 750	36 498 416
		+\$3 640 482 ..	+\$375 749 ..	+\$4 016 231 ..
Number of schools reporting ....	1912	718	171	889
	1911	711	164	875
		+7	+7	+14
Number of teachers. . . . .	1912	5 178	956	6 134
	1911	4 883	960	5 843
		+295	—4	+291
Number of pupils..... . . . .	1912	134 941	14 146	149 087
	1911	129 340	13 550	142 890
		+5 601	+596	+6 197
Volumes in library. .... . . .	1912	809 842	303 266	1 113 108
	1911	788 103	306 068	1 094 171
		+21 739	—2 802	+18 937

TABLE 2  
Number of secondary schools reporting 1895-1912

YEAR	High schools	Increase or decrease	Academies	Increase or decrease	Total	Increase or decrease
1895.....	373	+59	131	+ 8	504	+67
1896.....	421	+48	128	— 3	549	+45
1897.....	465	+44	119	— 9	584	+35
1898.....	514	+49	131	+12	645	+61
1899.....	541	+27	134	+ 3	675	+30
1900.....	565	+24	140	+ 6	705	+30
1901.....	595	+30	146	+ 6	741	+36
1902.....	621	+26	145	— 1	766	+25
1903.....	636	+15	144	— 1	780	+14
1904.....	655	+19	144	.. . .	799	+19
1905.....	665	+10	141	— 3	806	+ 7
1906.....	668	+ 3	137	— 4	805	— 1
1907.....	672	+ 4	133	— 4	805	.....
1908.....	676	+ 4	134	+ 1	810	+ 5
1909.....	687	+11	153	a+19*	840	a+30
1910.....	700	+13	156	a+ 3	856	a+16
1911.....	711	+11	164	a+ 8	875	a+19
1912.....	718	+ 7	171	a+ 7	889	a+14

a Includes academic departments of colleges.

TABLE 3  
Faculties of secondary schools 1895-1912

YEAR	HIGH SCHOOLS			ACADEMIES			TOTAL SECOND-ARY	INCREASE OR DECREASE
	Men	Women	Total	Men	Women	Total		
1895...	517	920	1 437	444	661	1 105	2 542	+ 115
1896.....	580	1 153	1 733	408	632	1 040	2 773	+ 231
1897.....	636	1 537	2 173	399	719	1 118	3 291	+ 518
1898.....	781	1 512	2 293	373	620	993	3 286	— 5
1899.....	888	1 657	2 545	401	645	1 046	3 591	+ 305
1900.....	939	1 844	2 783	430	675	1 105	3 888	+ 297
1901.....	1 055	1 998	3 053	483	730	1 213	4 266	+ 378
1902.....	1 120	2 116	3 236	509	736	1 245	4 481	+ 215
1903.....	1 157	2 349	3 506	509	779	1 288	4 794	+ 313
1904.....	1 270	2 630	3 906	470	745	1 215	5 121	+ 327
1905.....	1 261	2 018	3 279	268	440	714	3 993	—1 128
1906.....	1 281	2 209	3 490	229	445	674	4 164	+ 171
1907.....	1 316	2 324	3 640	257	433	690	4 330	+ 166
1908.....	1 401	2 533	3 934	268	460	728	4 662	+ 332
1909.....	1 468	2 714	4 182	482	453	935	5 117	a+ 335
1910.....	1 672	2 930	4 602	414	490	910	5 512	a+ 395
1911.....	1 767	3 116	4 883	453	507	960	5 843	a+ 331
1912.....	1 866	3 312	5 178	410	546	956	6 134	+ 291

a Includes academic departments of colleges.

TABLE 4  
Secondary schools reporting classified by grades 1897-1912

## ACADEMIC DEPARTMENTS OF PUBLIC SCHOOLS

YEAR	High schools	Increase or decrease	Senior schools	Increase or decrease	Middle schools	Increase or decrease	Junior schools	Increase or decrease	Total	Increase or decrease
1897. . . . .	247	....	26	...	50	...	140	...	463	.
1898. . . . .	267	+20	24	-2	61	+11	160	+20	512	+49
1899. . . . .	311	+44	30	+6	61	...	137	-23	530	+27
1900. . . . .	341	+30	36	+6	61	...	125	-12	563	+24
1901. . . . .	361	+20	39	+3	57	-4	136	+11	593	+30
1902. . . . .	373	+12	37	-2	60	+12	138	+2	617	+24
1903. . . . .	393	+20	54	+17	60	-9	126	-12	633	+16
1904. . . . .	499	+16	55	+1	60	...	127	+1	651	+18
1905. . . . .	477	+8	55	...	57	-3	136	+9	665	+14
1906. . . . .	434	+17	60	+5	52	-5	122	-14	668	+3
1907. . . . .	447	+13	102	+42	38	-14	85	-37	672	+4
1908. . . . .	454	+7	122	+20	30	-8	70	-15	676	+4
1909. . . . .	465	+11	122	...	34	+4	66	-4	687	+11
1910. . . . .	485	+20	115	-7	32	-2	68	+2	700	+13
1911. . . . .	495	+10	111	-4	33	+1	72	+4	711	+11
1912. . . . .	509	+14	106	-5	38	+5	65	-7	718	+7

## ACADEMIES

YEAR	Academies	Increase or decrease	Senior academic schools	Increase or decrease	Middle academic schools	Increase or decrease	Junior academic schools	Increase or decrease	Total	Increase or decrease
1897. . . . .	90	...	2	...	6	....	20	..	118	..
1898. . . . .	99	+9	3	+1	8	+2	19	-1	129	+11
1899. . . . .	103	+4	4	+1	8	....	16	-3	131	+2
1900. . . . .	104	+1	4	...	11	+3	17	+1	136	+5
1901. . . . .	108	+4	2	-2	11	...	21	+4	142	+6
1902. . . . .	107	-1	3	+1	12	+1	20	-1	142	.
1903. . . . .	103	-4	3	....	12	...	23	+3	141	-1
1904. . . . .	102	-1	3	....	12	...	24	+1	141	..
1905. . . . .	104	+2	3	....	10	-2	24	.	141	.
1906. . . . .	99	-5	4	+1	9	-1	25	+1	137	-4
1907. . . . .	100	+1	6	+2	9	...	18	-7	133	-4
1908. . . . .	103	+3	9	+3	7	-2	15	-3	134	+1
1909. . . . .	120	+17	6	-3	9	+2	18	+3	153	+19
1910. . . . .	123	+3	5	-1	10	+1	18	.	156	+3
1911. . . . .	123	...	9	+4	10	....	22	+4	164	+8
1912. . . . .	131	+8	8	-1	12	+2	20	-2	171	+7

a Includes academic departments of colleges.



TABLE 5  
Pupils in secondary schools 1895-1912

YEAR	HIGH SCHOOLS			ACADEMIES			TOTAL SECOND- ARY	INCREASE OR DECREASE
	Boys	Girls	Total	Boys	Girls	Total		
1895. ....	17 267	21 450	38 717	5 658	5 562	11 220	49 937	+ 4 901
1896. ....	18 814	23 306	42 210	4 761	5 512	10 273	52 483	+ 2 546
1897. ....	19 594	24 322	43 916	4 653	4 895	9 548	53 464	+ 981
1898. ....	23 482	31 593	55 075	5 260	6 022	11 282	66 357	+12 893
1899. ....	25 362	34 270	59 632	4 861	5 283	10 144	69 776	+ 3 419
1900. ....	28 515	38 414	66 929	5 721	7 001	12 722	79 651	+ 9 870
1901. ....	30 360	40 200	70 560	5 988	7 648	13 636	84 196	+ 4 536
1902. ....	32 965	44 550	77 515	6 213	8 153	14 366	91 881	+ 7 685
1903. ....	34 024	47 084	81 108	6 098	8 261	14 359	95 467	+ 3 589
1904. ....	37 251	51 424	88 675	5 849	7 755	13 604	102 279	+ 6 812
1905. ....	35 987	50 749	86 736	3 211	4 469	7 680	94 416	+ 2 140
1906. ....	36 734	50 608	87 342	3 049	4 456	7 505	94 847	+ 431
1907. ....	37 711	52 188	89 907	3 138	4 592	7 730	97 637	+ 2 790
1908. ....	40 306	54 864	95 170	3 170	4 393	7 563	102 733	+ 5 096
1909. ....	46 282	60 808	107 090	9 089	5 421	14 510	121 600	+13 867
1910. ....	54 549	67 659	122 208	6 373	6 284	12 657	134 865	+12 265
1911. ....	57 290	72 050	129 340	6 922	6 628	13 550	142 890	+ 8 025
1912. ....	60 992	73 949	134 941	7 136	7 010	14 146	149 087	+ 6 197

<sup>a</sup> Excluding duplicates.

<sup>b</sup> Includes academic departments of colleges.

TABLE 6  
Net property of secondary schools 1895-1912

YEAR	High schools	Increase or decrease	Academies	Increase or decrease	Total	Increase or decrease
1895. ....	\$7 506 655	+ \$165 927	\$10 062 338	+ \$1 349 786	\$17 568 993	+ \$1 515 713
1896. ....	7 464 234	+ 42 421	15 841 548	+ 5 779 210	23 305 782	+ 5 736 789
1897. ....	7 667 883	+ 203 649	15 493 519	+ 348 029	23 161 402	+ 144 380
1898. ....	9 330 536	+ 1 671 653	16 508 034	+ 1 014 515	25 847 570	+ 2 686 168
1899. ....	10 496 416	+ 1 156 880	16 856 991	+ 348 957	27 353 407	+ 1 505 837
1900. ....	11 124 461	+ 628 045	17 287 724	+ 430 733	28 412 185	+ 1 058 778
1901. ....	10 738 383	+ 386 078	18 150 206	+ 862 482	28 888 589	+ 476 404
1902. ....	11 619 389	+ 881 006	19 106 318	+ 956 112	30 725 707	+ 1 837 118
1903. ....	14 400 278	+ 2 780 889	19 370 728	+ 264 410	33 771 006	+ 3 045 299
1904. ....	18 013 990	+ 4 213 712	20 185 850	+ 815 122	38 799 840	+ 5 028 834
1905. ....	18 070 777	+ 56 287	15 652 752	+ 4 533 098	34 323 029	+ 4 476 811
1906. ....	20 644 512	+ 1 974 235	18 258 161	...	38 902 673	...
1907. ....	24 403 079	+ 3 758 567	8 777 955	+ 519 794	33 181 034	+ 4 278 361
1908. ....	26 024 543	+ 1 621 464	9 388 818	+ 610 863	35 413 361	+ 2 232 327
1909. ....	27 239 933	+ 1 215 390	12 572 919	+ 184 101	39 812 852	+ 4 399 491
1910. ....	29 477 239	+ 2 237 306	14 127 837	+ 554 918	43 605 076	+ 3 792 224
1911. ....	30 232 576	+ 755 337	15 337 380	+ 121 209	45 569 956	+ 1 964 880
1912. ....	33 004 968	+ 2 772 392	16 191 013	+ 853 633	49 195 981	+ 3 626 025

<sup>a</sup> Figures for previous years include elementary departments.

<sup>b</sup> Includes academic departments of colleges.

TABLE 7  
Expenditures of secondary schools 1895-1912

YEAR	Teachers' salaries	Increase or decrease	Schoolhouses, sites, furniture and repairs	Increase or decrease
1895.....	\$1 692 539 80	+ \$41 372 14	\$337 373 65	— \$183 372 04
1896.....	1 858 951 56	+ 166 411 67	393 301 11	+ 55 927 46
1897....	1 737 708 55	— 101 243 01	418 053 06	+ 24 751 95
1898....	1 983 720 10	+ 226 011 55	452 098 08	+ 34 045 02
1899.....	2 361 897 83	+ 378 177 73	1 381 737 68	+ 929 639 60
1900.....	2 433 974 52	+ 72 076 69	1 660 049 24	+ 278 311 56
1901.....	2 952 265 78	+ 518 291 26	980 522 80	— 070 526 35
1902.....	3 205 376 65	+ 253 110 87	1 325 977 11	+ 336 454 22
1903.....	3 496 154 97	+ 290 778 32	1 532 500 94	+ 206 523 83
1904.....	3 873 354 98	+ 377 200 01	1 984 013 27	+ 451 512 33
1905.....	4 009 162 64	+ 135 807 66	2 338 138 98	+ 354 125 71
1906.....	4 066 400 26	+ 57 237 62	2 285 520 43	— 52 618 55
1907.....	4 471 947 26	+ 405 547 .	1 730 250 42	+ 555 270 01
1908.....	4 863 329 65	+ 391 382 39	1 346 043 05	+ 384 207 37
1909.....	5 387 119 40	+ 523 789 75	1 162 237 79	+ 183 805 26
1910.....	5 989 502 64	+ 602 383 24	1 380 636 98	+ 227 399 19
1911.....	6 453 290 55	+ 463 887 91	1 504 049 88	+ 114 412 90
1912.....	7 118 675 25	+ 665 284 70	b 1 771 438 20	+ 267 388 32

a Includes academic departments of colleges.

b Includes apparatus also.

YEAR	Apparatus	Increase or decrease	Library	Increase or decrease	Total	Increase or decrease
1895....	\$21 204 37	— \$1 640 81	\$41 519 11	— \$460 30	\$3 133 218 13	— \$171 485 ..
1896.....	31 233 41	+ 10 020 04	48 598 63	+ 7 079 52	3 560 802 47	+ 427 584 34
1897....	47 720 49	+ 16 487 08	45 321 .	— 3 277 63	3 284 246 18	+ 276 556 29
1898.....	43 910 82	+ 3 809 67	57 614 48	+ 12 293 48	3 729 913 03	+ 445 666 85
1899.....	169 838 05	+ 125 927 23	57 264 86	— 349 62	5 226 824 83	+ 1 496 911 80
1900.....	175 144 02	+ 5 305 97	56 097 94	— 1 166 92	6 096 374 41	+ 869 549 58
1901.....	77 828 16	+ 97 315 86	58 544 24	+ 2 446 30	5 702 717 52	+ 393 656 89
1902.....	67 581 07	+ 10 247 09	54 052 52	+ 4 491 72	6 627 708 66	+ 924 991 14
1903.....	73 733 82	+ 6 152 75	76 894 94	+ 22 842 42	7 106 999 90	+ 479 291 24
1904....	74 188 57	+ 454 75	54 670 46	— 22 224 48	8 111 368 90	+ 1 004 369 ..
1905....	75 587 82	+ 1 399 25	62 181 92	+ 7 511 46	7 846 388 14	+ 264 980 76
1906.....	111 324 44	+ 35 736 62	59 890 97	— 2 290 95	8 471 830 03	+ 625 441 89
1907.....	80 867 32	— 30 457 12	58 521 90	— 1 369 07	8 549 614 03	+ 77 784 ..
1908.....	62 638 98	+ 18 228 34	49 904 65	— 8 617 25	9 142 938 24	+ 593 324 21
1909.....	72 239 94	+ 29 600 96	63 698 57	+ 13 793 92	9 397 268 16	+ 254 329 92
1910.....	86 561 88	+ 14 321 94	50 788 97	— 12 909 60	10 612 531 68	+ 215 263 52
1911.....	81 280 09	+ 5 281 79	62 705 46	+ 11 916 49	11 254 538 74	+ 642 007 06
1912....	b.....	.....	70 026 94	+ 27 321 48	12 160 225 11	+ 905 686 37

a Includes academic departments of colleges.

b Included with furniture, etc.

TABLE 8  
Total expenditures of secondary schools 1895-1912

YEAR	High schools	Increase or decrease	Academies	Increase or decrease	Total	Increase or decrease
1895.....	\$1 803 675	—	\$151 178	—	\$20 307	\$3 133 218
1896.....	1 813 132	+	1 747 670	+	418 127	3 500 802
1897.....	1 892 960	+	1 391 286	—	356 384	3 284 246
1898.....	2 239 226	+	1 490 687	+	99 401	3 729 913
1899.....	3 708 190	+	1 518 629	+	27 942	5 226 825
1900.....	4 077 421	+	2 018 954	+	500 325	6 096 825
1901.....	3 596 074	—	2 106 044	+	87 090	5 702 373
1902.....	4 445 083	+	2 182 625	+	76 581	6 627 708
1903.....	5 007 055	+	2 099 945	—	82 680	7 107 000
1904.....	6 015 340	+	2 096 029	—	3 916	8 111 360
1905.....	6 660 492	+	1 185 897	—	910 132	7 846 389
1906.....	6 994 497	+	1 477 333	+	291 436	8 471 830
1907.....	7 158 425	+	1 391 189	+	86 144	9 142 938
1908.....	6 971 985	—	2 179 953	+	779 704	9 397 268
1909.....	7 060 315	+	2 336 953	+	2166 000	10 612 532
1910.....	7 745 358	+	2 867 173	+	2530 220	11 254 539
1911.....	8 751 216	+	2 593 323	+	2363 850	12 160 225
1912.....	9 509 177	+	2 591 048	+	287 725	

a Includes academic departments of colleges.

TABLE 9

Teaching institutions  
Summary of charters and admissions

NAME	PLACE	COUNTY	GRADE	VALUE OF					TOTAL PROPERTY	ACTION BY REGENTS	DATE
				Grounds	Buildings	Furniture	Library	Apparatus			
Ardley Union School.....	Ardley.....	Westchester.....	J.	\$2 000	\$3 000	b	\$200 ..	\$100 ..	\$10 300 .	Academic dep't admitted	May 2, 1912
Bay Ridge High School.....	Brooklyn.....	Kings.....	H.	350 000	..	b	800 ..	504 ..	351 304 .	Academic dep't admitted	May 2, 1912
Barker High School.....	Barker.....	Niagara.....	H.	1 800	26 000	b	500 ..	270 ..	28 570 .	Academic dep't admitted	Dec. 7, 1911
Bronxville Union School.....	Bronxville.....	Westchester.....	J.	15 000	77 000	b	a150 ..	100 ..	92 250 ..	Academic dep't admitted	May 2, 1912
Ceteron Union School.....	Ceteron.....	Chautauqua.....	J.	2 000	9 500	b	325 ..	110 ..	11 935 ..	Academic dep't admitted	Dec. 7, 1911
Mary Immaculate Academic School.....	Buffalo.....	Erie.....	M. A.	46 000	15 000	\$283	a300 .	150	61 733 ..	Academic dep't admitted	May 2, 1912
Our Lady of Wisdom Academic School.....	Ozone Park.....	Queens.....	J. A.	9 600	45 000	4 000	220 ..	102 50	58 922 50	Academic dep't admitted	May 2, 1912
St. Mary's School.....	Strykersville.....	Wyoming.....	J. A.	500	8 000	166	250 ..	100	9 016 ..	Academic dep't admitted	May 2, 1912
Scudder School for Girls.....	New York.....	New York.....	J.	35 000	b	b	1 000 +	500 +	36 500 .	Academic dep't admitted	Feb. 22, 1912
Statenville Springs Union School.....	Statenville Springs.....	Tompkins.....	J.	500	2 500	b	193 50	117 24	3 310 74	Academic dep't admitted	Dec. 7, 1911
Trenton Union School.....	Barneveld.....	Oneida.....	J.	800	8 500	b	200 ..	100 .	9 600	Academic dep't admitted	Dec. 7, 1911
West Chazy Union School.....	Clinton.....	Clinton.....	J.	500	5 000	b	160 ..	100 .	5 760 ..	Academic dep't admitted	May 2, 1912
				\$463 700	\$204 500	\$4 449	\$4 298 50	\$2 253 74	\$680 200 24		

a This school has access to a public library.

b Included in valuation of building.

TABLE 10  
Names of institutions changed 1911-12

FROM	TO	DATE
Boyd Shorthand School, Buffalo....	Chown School of Business, Buffalo....	Feb. 22, 1912
Ferguson-Triplett School, New York City..	Ferguson-Syms School, New York City..	Feb. 22, 1912

TABLE 11  
Calendar of academic examinations 1911-12

DATE	Secondary schools	SCHOOLS NOT MAINTAINING ACADEMIC DEPARTMENT		By the Department for professional students	Number of subjects
		Preliminary	Preliminary and academic		
1911					
Aug. 9-11....	.....	.....	115	5	26
Sept. 18-20....	.....	.....	.....	5	46
1912					
Jan. 15-19....	a858	242	105	5	88
June 17-21....	b880	309	128	4	86

a Including 6 business schools.

b Including 8 business schools.

TABLE  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Adams H. S. . . . .	H.	1 $\frac{1}{2}$	4	78	36	15	24	2	71	84	155
Adams Center U. S. . . . .	S.	1	$\frac{1}{2}$	8	13	10			14	17	31
Addison H. S. . . . .	H.	$\frac{1}{2}$	4	43	17	12	18	4	34	60	94
Afton H. S. . . . .	H.	1	2	49	12	5	4		30	40	70
Akron H. S. . . . .	H.	$\frac{1}{2}$	4	33	30	17	15	5	43	57	100
Albany H. S. . . . .	H.	13	33	511	352	312	193		615	753	1 368
Albion H. S. . . . .	H.	4	7 $\frac{1}{2}$	106	80	35	35	9	129	136	265
Alden H. S. . . . .	H.	$\frac{1}{2}$	2	23	13	13	12		26	35	61
Alexander U. S. . . . .	S.	1	$\frac{1}{2}$	8	7	2			8	9	17
Alexandria Bay H. S. . . . .	H.	1	2 $\frac{1}{2}$	27	11	9	7		18	36	54
Alfred U. S. . . . .	H.	3	2	24	13	16	15	6	22	52	74
Alleghany H. S. . . . .	H.	1	2 $\frac{1}{2}$	12	23	13	11		25	34	59
Allentown U. S. . . . .	S.	1	1 $\frac{1}{2}$	9	9	6	4		15	13	28
Almond H. S. . . . .	H.	1	1 $\frac{1}{2}$	14	2	5	8		14	15	29
Altamont H. S. . . . .	H.	1	2	21	20	17	19	1	36	42	78
Altmar U. S. . . . .	J.	$\frac{1}{2}$	$\frac{1}{2}$	3	5				5	3	8
Amenia H. S. . . . .	H.	1	2	25	19	12	6	1	21	42	63
Amityville H. S. . . . .	H.	$\frac{1}{2}$	2	26	18	6	4		19	35	54
Amsterdam H. S. . . . .	H.	3	12	189	124	40	59		161	251	412
Andover H. S. . . . .	H.	1	2 $\frac{1}{2}$	21	10	18	9		26	32	58
Angola H. S. . . . .	H.	1	3 $\frac{1}{2}$	14	30	22	13		25	54	79
Antwerp H. S. . . . .	H.	1	2	47	24	10	3		32	52	84
Apalachin U. S. . . . .	J.	$\frac{1}{2}$	$\frac{1}{2}$	3						3	3
Arcade H. S. . . . .	H.	1	3	25	27	22	12	2	42	46	88
Ardley U. S. . . . .	J.										
Argyle H. S. . . . .	H.	1	1 $\frac{1}{2}$	15	18	6			21	18	39
Arkport U. S. . . . .	S.	1	1	8	8	6	1		5	18	23
Arlington U. S. . . . .	J.	$\frac{1}{2}$	$\frac{1}{2}$	27					13	14	27
Athens U. S. . . . .	S.	1	1	16	6	3			10	15	25
Attica H. S. . . . .	H.	$\frac{1}{2}$	3 $\frac{1}{2}$	36	31	20	21		49	59	108
Auburn H. S. . . . .	H.	10	12	258	171	72	69	12	276	306	582
Ausable Forks H. S. . . . .	H.	1	1 $\frac{1}{2}$	26	7	7	4		15	29	44
Avoca H. S. . . . .	H.	1	2	34	36	14	4		30	62	92
Avon H. S. . . . .	H.	1	3	39	18	12	11	1	32	49	81
Babylon H. S. . . . .	H.	$\frac{1}{2}$	3 $\frac{1}{2}$	43	25	8	12	1	37	52	89
Bainbridge H. S. . . . .	H.	$\frac{1}{2}$	2	28	17	9	4		24	34	58
Baldwin H. S. . . . .	H.	$\frac{1}{2}$	2 $\frac{1}{2}$	15	6	6	5	1	12	21	33
Baldwinsville F. A. . . . .	H.	$\frac{1}{2}$	5	82	31	26	16	2	61	96	157
Ballston Spa H. S. . . . .	H.	1	5	58	21	17	8	1	41	64	105
Barker H. S. . . . .	H.	1	2	30	14	8	9	4	22	43	65
Batavia H. S. . . . .	H.	3 $\frac{1}{2}$	9	145	120	55	48	11	168	211	379
Bay Ridge H. S. (Brooklyn). . . . .	H.	5	18	561	215				240	536	776
Bay Shore H. S. . . . .	H.	1	3 $\frac{1}{2}$	60	22	17	9	1	50	59	109
Bayport U. S. . . . .	S.	1	1	13	6	5			10	14	24
Bayville U. S. . . . .	J.		1	8					3	5	8
Beaver Falls U. S. . . . .	J.	1	$\frac{1}{2}$	7	4				5	6	11
Belfast H. S. . . . .	H.	1	3	37	17	12	6	1	24	49	73
Bellport U. S. . . . .	J.										
Belleville H. S. . . . .	H.	1 $\frac{1}{2}$	2 $\frac{1}{2}$	24	9	10	2		10	35	45
Belmont H. S. . . . .	H.	1	2 $\frac{1}{2}$	12	18	6	3	1	7	33	40

a H.=high school; S.=senior; M.=middle and J.=junior.

12

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in	added	owned	for apparatus	
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes library	Number of volumes added during the year	Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
58	71	129	9	13	22	5	1	3	903	42	\$1 000		\$4 929 39
12	14	26							410	1	235	\$12	1 358 94
29	50	79	5	11	16	1	2	4	421	7	703	35	3 963 27
21	27	48	2	2	4			1	847	7	550		3 837
34	50	84	5	10	15	2	1		533	122	832	10	4 706 08
474	640	1 114	63	98	161	26	11	26	25 074	417	27 000	593	72 661 01
84	103	187	16	21	37	5	7	3	450	20	1 000	185	13 758 54
21	28	49	4	9	13	1	1		910	52	550	28	2 476 03
4	7	11							881	20	368		1 443 53
11	25	36	2	3	5				555	25	600	40	4 332 14
16	40	56	10	4	14	12		5	1 150	60	2 000		2 494 62
18	28	46	1	7	8			2	1 895	90	625	14	3 154 05
13	13	26		4	4				800	27	350		2 034 89
12	13	25	2	6	8	1		1	712	71	500		2 131 24
30	35	65	8	11	19	1		3	900	15	780	8	2 948 52
3	2	5							509		250	16	661 60
16	36	52	2	4	6				799		340		2 734 63
15	29	44	1	3	4		3		867	30	692	97	6 253 11
120	165	285	15	29	44	11	1	2	1 700	187	2 217	560	24 888 60
22	28	50	2	6	8				580	25	730	15	2 993 39
18	46	64	2	9	11	2	1	2	1 000	40	700	100	3 998 19
24	38	62		3	3	1			656	19	1 052		3 009 95
34	1	1							91	20	207		358 90
34	34	68	5	5	10	1			443	24	675	9	3 256 64
16	13	29							535		673		1 632 34
3	16	19							150		700		1 767
8	10	18							80	22	175		1 005
8	10	18							598	20	432	5	2 194 62
39	51	90	10	11	21	7		3	2 578	108	1 400		4 865 75
245	275	520	32	33	65	25		5	1 697	113	5 550	522	40 393 67
7	19	26	1	1	2				420	20	607	14	2 627 07
16	32	48	2	2	4			2	530		600	60	2 277 44
30	44	74	2	9	11	2	3	2	1 248	90	800	245	6 257 71
32	41	73	4	7	11	4	2		928		965		4 773 05
21	25	46	1	3	4	2			900	20	325	50	2 640 08
10	18	28	2	3	5	1	1	2	533	30	397	32	8 442 15
47	83	130	5	10	15	1		4	1 161	10	2 100		8 939 86
33	53	86	1	7	8	3		3	910	58	560	23	6 838 91
12	33	45	2	4	6				504	422	266	303	5 331 60
134	183	312	16	24	40	7	3	9	4 139	50	1 286	51	22 893 90
90	196	286							950	950	350	526	27 956 64
40	44	84	4	5	9	6		1	1 846	22	1 600		7 041 50
6	11	17							1 163	51	625		2 232 26
2	2	4							306	1	115		900 75
3	5	8							305	25	110	4	1 112 54
18	38	56	3	3	6			5	868	115	830	13	3 146 12
7	27	34	3	3	6			1					3 555 56
5	26	31	2	2	4			1	675	75	380		3 589 88

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Benson Mines U. S.	J.	$\frac{1}{2}$		2	1				1	2	3
Bergen H. S.	H.	1	2	30	23				40	39	79
Berkshire U. S.	S.	1	1	19	6	7	13	6	19	23	42
Berlin U. S.	S.	1	$1\frac{1}{2}$	6	6	11	6		11	18	29
Big Flats U. S.	J.	1	$\frac{1}{2}$	10	3				9	4	13
Binghamton H. S.	H.	10	18	448	249	164	73		444	490	934
Black River H. S.	H.	1	$1\frac{1}{2}$	20	9	12	5	1	17	30	47
Blasdell H. S.	H.	$\frac{1}{2}$	$2\frac{1}{2}$	8	11	7	2		11	17	28
Bloomington U. S.	M.	1	1	19	3				5	17	22
Bohvar H. S.	H.	$\frac{1}{2}$	$3\frac{1}{2}$	48	17	11	14	1	49	42	91
Bolton U. S. (Bolton Landing)	J.	1	1	11	9				12	8	20
Bombay U. S.	S.	1	1	10	8	1	5		9	15	24
Boonville H. S.	H.	2	2	37	31	21	12		35	66	101
Bradford U. S.	J.	$\frac{1}{2}$	$\frac{1}{2}$	2	12				8	6	14
Brasher and Stockholm H. S. (Brasher Falls)	H.	1	$1\frac{1}{2}$	24	14	1	4		19	24	43
Breesport U. S.	M.	1	$\frac{1}{2}$	4	1				3	2	5
Brewster H. S.	H.	1	2	10	18	12	10		16	34	50
Briarcliff U. S. (Briarcliff Manor)	J.	$\frac{1}{2}$	1	10	1				6	5	11
Bridgehampton H. S.	H.	1	1	7	6	4	4		10	11	21
Bridgewater U. S.	M.	$\frac{1}{2}$	$\frac{1}{2}$	8	6	3			9	8	17
Broadalbin U. S.	M.	1	1	20	11	3			7	27	34
Brocton H. S.	H.	1	$3\frac{1}{2}$	24	24	12	7	2	31	38	69
Bronxville U. S.	J.	$\frac{1}{2}$	$\frac{1}{2}$	10					5	5	10
Brookfield H. S.	H.	1	1	11	7	13	3		13	21	34
Brooklyn Boys H. S.	H.	73	...	1 044	569	395	287		2 295		2 295
Brownville-Glen Park H. S.	H.	1	2	11	12	7	3		11	22	33
Brushton H. S.	H.	1	3	37	23	7	14		31	50	81
Bryant H. S. (Long Island City)	H.	10	36	827	367	171	121		686	800	1 486
Buchanan U. S.	M.	1	1	12	6				5	13	18
Buffalo Central H. S.	H.	9	28	268	418	217	116		461	553	1 019
Burdett U. S.	S.	$\frac{1}{2}$	$\frac{1}{2}$	8	7	6			9	12	21
Bushwick H. S. (Brooklyn)	H.	24	27	693	623	133	10		458	1 006	1 464
Cairo U. S.	S.	1	1	10	10	16	6		18	24	42
Caledonia H. S.	H.	$\frac{1}{2}$	$3\frac{1}{2}$	41	34	16	10	2	54	49	103
Callicoon U. S.	S.	$\frac{1}{2}$	$\frac{1}{2}$	14	9	5	2		11	19	30
Cambridge H. S.	H.	$1\frac{1}{2}$	$3\frac{1}{2}$	36	37	27	11	3	45	69	114
Camden H. S.	H.	$\frac{1}{2}$	$5\frac{1}{2}$	94	34	20	14		72	90	162
Camillus H. S.	H.	1	$2\frac{1}{2}$	19	9	9	8	2	18	29	47
Campbell U. S.	M.	$\frac{1}{2}$	$\frac{1}{2}$	11	8				9	10	19
Canajoharie H. S.	H.	$\frac{1}{2}$	$5\frac{1}{2}$	28	23	14	10	3	29	49	78
Canandaigua A.	H.	3	13	167	72	45	12		117	179	296
Canaseraga H. S.	H.	1	$1\frac{1}{2}$	21	18	11	6		20	36	56
Canastota H. S.	H.	$\frac{1}{2}$	$4\frac{1}{2}$	51	30	18	13	3	42	73	115
Candor H. S.	H.	$\frac{1}{2}$	$\frac{1}{2}$	12	12	13	18	3	27	31	58
Cansteo H. S.	H.	$\frac{1}{2}$	$4\frac{1}{2}$	43	31	20	24	3	52	69	121
Canton H. S.	H.	$1\frac{1}{2}$	6	53	77	50	38	1	99	125	224
Cape Vincent H. S.	H.	1	$1\frac{1}{2}$	13	6	12	8		15	24	39
Carmel H. S.	H.	1	2	9	8	9	6	1	10	23	33
Carthage H. S.	H.	$\frac{1}{2}$	$6\frac{1}{2}$	50	25	17	18	3	55	58	113
Cassadaga U. S.	S.	1	$\frac{1}{2}$	8	14	1	2	1	8	18	26

a H.=high school; S.=senior; M.=middle and J.=junior.



(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	
1	1	2							120		\$100		\$475 35
30	34	64							657	13	600	\$33	2 972 85
14	19	33	2	1	3	1	1	4	381	27	305		1 529 17
8	15	23		5	5				479	24	250	50	2 604 54
8	5	10							196		92	17	1 244 ..
350	409	759	28	62	90	25	4	4	1 545	110	5 430	28	33 054 73
11	25	36		5	5	2	1	2	1 147	24	670	50	2 658 76
10	11	21	2		2		1	1	1 043	80	550	71	3 722 07
3	13	16							344	36	217	...	1 077 05
34	29	63	5	8	13	8	1		775	25	1 056	10	4 654 33
10	6	16							158		278	115	1 554 40
7	12	19	1	4	5			2	401	12	216	16	1 174 74
30	64	94	4	6	10	2		1	500	10	750	24	4 461 33
6	4	10	6		6				300	20	223	.....	749 01
14	19	33		1	1		1	2	692	..	530	...	1 909 48
1	1	2							400		492	...	774 ..
11	27	38	4	6	10		2	1	580		500	20	3 473 55
5	3	8							300		100	...	5 612 03
8	9	17	3	2	5			1	425	10	325	51	2 299 15
4	6	10							612	68	300	11	1 191 39
7	24	31	..	..					600	22	231		1 657 50
22	36	58		5	7		3		670	35	887	52	5 219 25
4	4	8	..	2					150	120	250	119	2 333 73
10	19	29					1		681	36	295	82	1 917 78
1 664	..	1 664	185		185	105		26	7 037	936	3 410	50	410 403 88
8	19	27	1	2	3				1 011	60	700	22	3 187 43
24	39	63	1	7	8	2	2	3	1 169	.....	1 221	.....	2 892 56
374	471	845	23	55	78	16	15	19	4 821	273	4 000	144	105 492 22
5	11	16							350	140	175	99	3 079 15
358	461	819	47	58	105	12	17	18	5 404	173	18 125	736	72 221 97
6	10	16							825	34	203	.....	1 604 04
430	824	1 254							966	69	480	431	227 693 21
13	16	29	1		1		1	2	495	...	282	11	1 711 56
43	34	77	3	5	8	1	1	3	900	15	2 275	...	4 476 93
7	12	19		2	2	1	1		676	50	265	.....	1 752 63
37	60	97	3	7	10	2	5		502	22	650	7	4 479 75
60	72	132	6	8	14	1		1	1 900	50	1 000	158	4 757 89
13	27	40	7	2	9		1	..	626	5	700	68	2 649 03
7	7	14							200	...	150	.....	732 92
24	47	71	2	5	7		2	1	2 271	38	600	.....	5 657 15
85	146	231	6	6	12	7	2	2	6 639	300	6 723	224	27 216 56
18	29	45		6	6	2			1 268	13	400	100	2 629 76
34	61	95	5	8	13	4	2	1	1 341	99	1 256	...	9 919 74
21	24	45	6	11	17	1	..	6	725	325	280	.....	3 677 71
38	57	95	10	10	20	2		2	1 524	93	600	.....	6 072 46
81	109	190	13	24	37	14	1	2	976	94	1 302	...	11 480 93
14	19	33					1	3	1 237	37	400	...	2 014 01
9	19	28	1	2	3		2	3	741	56	595	...	3 013 27
40	47	87	8	8	16	1		3	1 649	114	1 600	.....	9 726 46
6	15	21	1	1	2		3	..	247	20	350	.....	1 033 05

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENT<sub>5</sub>

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Castile H. S.	H.	1	2	15	11	5	8		14	25	39
Castleton U. S.	J.	1	1	9	9				9	9	18
Cato H. S.	H.	2	2	11	7	8	7	1	8	26	34
Catskill F. A.	H.	7	7	84	48	31	12	7	95	87	182
Cattaraugus H. S.	H.	1	4	38	27	18	23		52	54	106
Cayuga U. S.	M.	1	1	8	2				6	4	10
Cazenovia U. S.	H.	2	2	40	26	10	9		35	50	85
Celoron U. S.	J.	2	1	15					8	7	15
Center Moriches H. S.	H.	1	2	8	5	7	4	1	11	14	25
Central Square H. S.	H.	1	1	22	14	12	10		17	41	58
Central Valley U. S.	M.	2	1	10	6				9	7	16
Champlain H. S.	H.	1	2	15	5	5	5		9	21	30
Charlotte H. S.	H.	2	3	29	13	10	9		27	34	61
Chateaugay H. S.	H.	1	4	41	38	27	10		45	71	116
Chatham H. S.	H.	1	5	88	24	21	16		52	97	149
Chaumont U. S.	S.	1	1	11	3	6			6	14	20
Chautauqua H. S.	H.	1	2	7	15	8	6		15	21	36
Chazy U. S.	J.	1	1	5	6				5	6	11
Chenango Forks U. S.	S.	1	2	17	7	3		2	12	17	29
Cherry Creek H. S.	H.	1	2	44	11	13	9	5	41	41	82
Cherry Valley H. S.	H.	1	1	14	6	8	10		19	19	38
Chester H. S.	H.	1	3	16	23	8	6	1	21	33	54
Churchville H. S.	H.	1	2	24	16	14	14		25	43	68
Cincinnati U. S.	S.	1	1	24	12	5	9	3	20	33	53
Clayton H. S.	H.	1	2	36	26	19	15	1	40	57	97
Clayville H. S.	H.	1	1	6	5	2	9		12	10	22
Cleveland U. S.	S.	1	1	12	8	6		3	13	24	37
Clifton Springs H. S.	H.	1	2	31	19	20	11		42	39	81
Clinton H. S.	H.	2	3	54	23	18	17		52	60	112
Clyde H. S.	H.	1	6	30	26	20	14	1	47	44	91
Clymer U. S.	S.	1	1	19	13	7			11	28	39
Cobleskill H. S.	H.	1	5	75	41	33	32	1	79	103	182
Coeymans H. S.	H.	1	1	6	10	6	3		10	15	25
Cohocton H. S.	H.	2	2	18	15	10	7		23	27	50
Collins Center H. S.	H.	1	1	12	8	3	7	1	11	20	31
Colton U. S.	S.	1	1	17	10	7	11		17	28	45
Commercial H. S. (Brooklyn)	H.	99	2	2 040	1 212	670			3 922		3 922
Congers U. S.	J.	1	1	10					4	6	10
Conestableville U. S.	S.	1	1	6	10	3	12		7	24	31
Cooperstown H. S.	H.	2	5	53	25	11	20	5	45	69	114
Copenhagen H. S.	H.	1	1	25	16	9	6	1	17	40	57
Corfu H. S.	H.	1	1	12	5	10	7	2	10	26	36
Corinth H. S.	H.	1	3	46	34	22	7		43	66	109
Corning F. A.	H.	3	9	155	70	48	36	5	149	165	314
Cornwall H. S.	H.	1	3	13	20	11	11	3	24	34	58
Cornwall-on-Hudson H. S.	H.	1	3	26	12	11	8	6	33	30	63
Cortland H. S.	H.	2	8	137	78	51	42	2	132	178	310
Coxsackie H. S.	H.	1	3	30	22	6	13	1	35	37	72
Croton U. S.	S.	1	2	24	12	15			20	31	51
Crown Point U. S.	S.	1	1	10	8	9	1		10	13	23

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional technical schools					
10	19	29	3	1	4	..	2	1	265	12	\$628	\$35	\$2 603 27
7	7	14	..	..	..	..	..	..	547	..	230	..	1 869 54
6	21	27	..	..	..	..	1	1	720	105	450	5	1 808 65
71	71	142	6	6	12	7	..	6	443	9	871	36	8 944 40
40	44	84	8	13	21	..	..	..	2 906	84	700	94	5 137 39
4	2	6	..	..	..	..	..	..	158	12	130	..	825 80
29	40	69	3	6	9	6	..	1	505	..	133	..	1 500 ..
9	6	13	..	..	..	..	..	..	250	40	150	61	1 330 53
9	12	21	3	1	4	1	..	..	753	48	575	84	3 225 96
15	34	49	1	7	8	1	..	..	654	8	850	..	2 094 09
6	6	12	..	..	..	..	..	..	929	..	300	..	1 503 25
7	17	24	1	2	3	..	..	..	1 000	72	508	1	2 598 45
20	28	48	3	6	9	..	..	..	866	60	1 804	57	5 610 41
37	54	91	6	4	10	1	..	6	2 250	41	591	111	3 934 29
45	81	126	8	8	16	1	..	..	4 565	194	1 234	26	8 809 90
5	11	16	..	..	..	..	..	..	714	..	250	..	1 013 90
11	16	27	1	3	4	..	..	1	622	103	315	17	3 421 50
4	4	8	..	..	..	..	..	..	260	40	150	40	865 41
9	12	21	..	..	..	1	2	..	560	43	320	..	1 150 43
28	29	57	4	5	9	1	3	..	910	32	725	81	2 870 38
14	13	27	5	5	10	..	..	..	1 569	..	400	24	2 127 15
17	27	44	2	4	6	1	..	..	408	100	727	37	3 723 02
18	38	56	2	9	11	..	..	..	490	10	2 360	23	3 814 11
13	24	37	..	2	2	..	..	..	300	..	425	..	2 061 73
33	46	79	8	7	15	3	..	3	850	50	500	67	5 314 54
6	9	15	3	5	8	2	..	..	645	30	341	31	1 605 92
8	18	26	..	7	7	1	..	1	850	25	250	..	1 525 68
35	34	69	3	8	11	2	..	1	1 289	142	700	..	3 620 70
39	44	83	3	5	8	2	1	3	2 432	64	1 032	135	7 135 18
39	36	75	6	8	14	2	2	6	2 743	150	1 773	65	5 722 97
7	18	25	..	..	..	..	..	..	374	60	300	18	1 727 86
64	85	149	13	13	26	3	1	4	2 640	324	1 018	249	6 246 74
8	12	20	..	2	2	..	..	2	443	..	706	42	1 964 15
17	21	38	2	5	7	..	..	..	2 150	..	900	20	2 474 53
9	17	26	5	2	7	..	..	2	535	41	375	..	1 448 01
14	24	38	2	4	6	1	1	1	1 150	..	315	11	1 104 63
2 098	..	2 098	156	..	156	2	..	16	3 998	395	6 500	376	221 527 84
3	4	7	..	..	..	..	..	..	210	30	136	22	1 258 70
6	19	25	3	7	10	..	..	..	715	5	290	11	1 297 58
33	56	89	8	9	17	2	3	3	4 429	12	1 602	61	9 067 14
13	33	46	2	4	6	..	..	..	2 252	17	650	45	3 181 67
8	18	26	2	4	6	..	..	..	518	8	432	54	2 261 66
31	50	81	5	2	7	2	3	8	1 290	..	1 000	..	3 945 75
125	145	270	17	19	36	7	7	7	1 290	64	2 000	252	12 236 98
20	30	50	7	4	11	3	2	..	125	..	300	..	4 337 20
21	22	43	2	4	6	2	..	6	821	28	800	..	4 981 18
109	147	256	13	20	42	8	23	4	2 400	50	1 500	35	8 385 89
20	29	49	3	10	13	1	..	2	423	14	400	..	4 114 35
18	24	42	..	..	..	..	..	..	570	91	690	100	8 504 08
7	14	21	..	..	..	..	..	..	166	5	350	..	1 501 79

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Cuba H. S.	H.	1	3½	30	13	12	15	.	41	38	79
Curtis H. S. (New Brighton)	H.	17	20	623	231	164	112	.	522	663	1 185
Dalton U. S.	S.	2	2	8	3	6	1	...	5	13	18
Dannemora U. S.	J.	1	1	9	8	.	.	.	5	12	17
Dansville H. S.	H.	1½	3½	61	29	14	11	2	41	76	117
Dayton U. S.	M.	1	1	6	4	4	2	.	9	7	16
Dekalb Junction U. S.	J.	1	1	11	7	.	.	.	9	9	18
Delaware A. & U. S. (Delhi)	H.	1½	5½	53	25	22	13	4	47	75	122
Delaware Literary Inst. & U. S. (Franklin)	H.	1	2	33	8	9	10	.	32	23	60
Delevan H. S.	H.	1	2	27	22	15	15	.	33	41	79
Depew H. S.	H.	1½	4	51	27	13	14	1	44	65	109
Deposit H. S.	H.	1	5	29	23	22	19	3	42	51	96
De Ruyter H. S.	H.	1	2	39	17	16	7	1	27	53	80
De Witt Clinton H. S. (New York)	H.	10½	14	1 898	993	731	437	2	4 114	...	4 114
Dexter H. S.	H.	1	2½	23	14	14	11	2	23	41	69
Dickinson U. S.	J.	2	2	9	5	.	.	.	5	9	14
Dobbs Ferry H. S.	H.	1	2½	18	10	10	4	.	14	23	42
Dolgeville H. S.	H.	1½	2½	64	29	16	17	1	51	67	118
Dover Plains U. S.	M.	1	1½	10	8	1	.	.	12	7	19
Downsville H. S.	H.	1	1	10	6	9	4	2	6	25	31
Doyle U. S.	J.	2	6	6	.	.	.	.	3	3	6
Drum Hill H. S. (Peekskill)	H.	1	5	51	33	23	23	.	53	93	143
Dryden H. S.	H.	1	2½	9	12	8	2	.	17	39	56
Dundee H. S.	H.	1	3½	23	21	14	17	.	39	41	80
Dunkirk H. S.	H.	6	7	103	72	62	35	16	153	141	294
Earlville H. S.	H.	1	2	24	21	10	6	1	23	34	62
East Aurora H. S.	H.	1	5½	61	23	26	14	4	57	76	133
East Bloomfield H. S.	H.	1	3	33	26	15	22	3	35	61	99
East Hampton H. S.	H.	1	2½	19	15	9	14	2	25	34	59
East Islip U. S.	J.	1	1½	17	2	...	.	.	4	15	19
East Pembroke H. S.	H.	1	1	11	14	7	3	.	12	23	35
East Randolph U. S.	S.	1	1	10	5	6	7	.	10	13	23
East Rochester H. S.	H.	1	4½	35	26	8	10	.	41	33	79
East Rockaway U. S.	J.	1	1	5	4	1	1	.	3	8	11
East Springfield U. S.	S.	1	1	9	10	4	5	1	15	14	29
East Syracuse H. S.	H.	1½	5	65	33	24	23	9	72	87	159
East Worcester U. S.	S.	1	1	6	5	4	4	.	8	11	19
Eastern District H. S. (Brooklyn)	H.	29	66	1 635	962	635	402	1	1 139	2 505	3 644
Eaton U. S.	S.	1	1½	10	8	5	4	1	10	13	23
Eden U. S.	S.	1	1	9	7	4	3	.	7	16	23
Edmeston H. S.	H.	1	1	22	10	5	13	.	23	30	50
Edwards U. S.	J.	1	1	11	7	...	.	.	6	12	18
Elberts H. S. (Cohoes)	H.	2	7	65	52	31	21	14	81	102	183
Elba H. S.	H.	1	1	11	10	6	7	1	16	19	35
Elbridge H. S. & A.	H.	1	1	14	5	8	5	.	15	17	32
Elizabethtown H. S.	H.	1	2	6	11	5	3	3	10	18	28
Ellenburg Depot U. S.	S.	1	1	12	7	4	4	.	6	21	27
Ellenville H. S.	H.	1	6½	92	56	22	14	3	82	105	187
Elliotville H. S.	H.	1	4	35	26	33	12	6	44	66	110
Ellington H. S.	H.	1	1½	25	23	4	10	.	26	36	62

a H.=high school; S.=senior; M.=middle and J.=junior.

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academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
31	30	61	7	3	10	3		5	886	34	\$300	\$292	\$6 500 71
365	462	827	19	31	50	7	3	12	3 544	230	3 000	84	100 623 23
4	9	13	...	...	...	...	...	1	518	12	363	13	1 233 13
3	7	10	...	...	...	...	...	...	194	13	120	...	853 40
34	65	99	5	6	11	...	2	...	200	20	775	76	6 726 09
7	5	12		2	2			...	400	...	240	...	1 144 07
7	5	12						...	296	46	100	55	972 34
41	66	107	7	8	15			2	693	...	500	111	4 840 05
25	20	45	6	4	10	3		...	580	10	800	11	2 285 30
27	35	62	7	8	15	2	4	1	812	5	550	28	2 614 70
33	46	79	4	10	14	2	8	1	476	81	1 657	814	6 135 74
33	44	77	6	11	17	4	3	1	2 537	55	600	186	5 339 95
18	40	58	1	6	7	1		3	740	18	345	5	3 074 54
2 840	2 840	218	218	218	218	83		15	7 285	1 647	13 796	82	284 138 37
22	32	54	5	6	11	1		...	907	61	700	36	3 072 28
4	7	11						...	230	10	175	67	906 65
12	23	35	1	3	4		1	...	1 179	95	250	...	7 044 73
35	51	86	5	9	14	2	2	1	495	38	1 000	67	5 896
9	6	15						...	245	30	230	42	1 211 56
3	14	17		4	4	2	1	...	762	90	325	...	1 933 67
2	3	5						3	100		375	27	1 035 54
44	74	118	7	11	18	1	3	...	450	15	600	608	18 211 33
14	35	49	1	2	3	1	2	...	700		533	33	3 060 40
32	36	68	6	11	17	1		3	614	52	675	165	4 413 40
116	121	237	18	16	34	6	7	2	1 665	100	4 033	222	30 055 79
19	25	44	1	5	6	2		...	650	40	473	...	2 774 06
48	65	113	6	6	12	5	2	3	4 000	112	2 000	...	7 863 24
27	48	75	8	14	22	2		...	695	36	700	72	4 931 01
22	30	52	7	6	13	1		3	575	16	800	10	4 866 89
3	9	12	...					...	600	20	100	...	2 082 29
9	18	27		1	1			...	500	19	200	40	2 120
7	15	22	2	4	6	1	1	...	748		700	110	3 366 68
31	31	62	3	3	6	1		...	612	18	357	57	5 500 60
2	6	8						...	312	10	578	100	720 49
13	12	25	1	4	5			...	505	...	224	...	1 759 03
55	71	126	10	16	26	4	3	2	1 610	56	2 700	...	8 422 69
4	9	13		4	4	1		...	450	23	200	3	1 479 98
732	1 651	2 383	83	220	303	29	22	49	951	140	15 301	163	209 148 74
6	14	20	2	2	4	1	2	...	641	56	400	5	1 575 08
5	12	17	2	3	5			...	517	...	417	...	1 416 61
16	25	41	5	6	11	1		...	965	46	531	112	2 262 70
5	9	14						...	100	25	75	...	1 033 43
67	82	149	4	11	15	3		11	975	25	1 226	155	9 143 36
13	20	33	4	3	7		1	1	467	...	280	...	1 854 73
11	15	26	2	2	4	...	...	...	892	26	650	...	1 835 26
8	15	23	2	1	3	...	...	...	448	13	350	33	3 059 61
3	14	17				4	...	...	314	...	280	...	1 667 28
64	82	146	8	11	19	1	1	3	475	25	1 189	...	6 355 24
31	48	79	3	9	12	1		...	1 493	23	960	...	3 858 30
19	25	44	2	2	4	1		...	700	...	400	...	2 705 71

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Elmira F. A. . . . .	H.	9	22	369	220	203	112	8	439	473	912
Elmira Heights H. S. . . . .	H.	2	3	24	24	8	6	..	30	32	62
Erasmus Hall H. S. Brooklyn. . . . .	H.	47	65	2 656	914	562	377	..	1 529	2 980	4 509
Erieville U. S. . . . .	M.	1	1	4	5	1	..	..	3	7	10
Essex H. S. . . . .	H.	1	1	8	5	1	3	..	5	12	17
Evans Mills U. S. . . . .	S.	1	1	19	6	2	7	..	10	24	34
Fabius H. S. . . . .	H.	1	1	11	5	3	8	..	12	15	27
Fair Haven H. S. . . . .	H.	1	2	15	8	8	9	..	23	17	40
Fairport H. S. . . . .	H.	1	6	59	44	23	13	1	53	87	140
Falconer H. S. . . . .	H.	1	4	27	15	22	18	6	43	45	88
Far Rockaway H. S. . . . .	H.	4	8	180	96	43	23	..	154	188	342
Fayetteville H. S. . . . .	H.	1	3	14	13	4	7	..	31	7	38
Felts Mills U. S. . . . .	S.	1	1	15	4	3	..	..	14	8	22
Fillmore H. S. . . . .	H.	1	2	24	14	11	6	1	26	30	56
Findley Lake U. S. . . . .	S.	1	1	9	11	5	1	..	13	13	26
Fishkill U. S. . . . .	J.	1	1	8	..	..	..	..	3	5	8
Fishkill-on-Hudson H. S. . . . .	H.	1	3	24	20	4	11	1	26	34	60
Flushing H. S. . . . .	H.	13	16	319	147	100	93	..	229	430	659
Fonda H. S. . . . .	H.	1	2	17	19	12	7	..	25	30	55
Forestport U. S. . . . .	J.	1	..	12	8	..	..	..	7	13	20
Forestville F. A. . . . .	H.	1	3	35	34	17	15	..	49	52	101
Fort Ann H. S. . . . .	H.	1	1	13	7	13	7	..	15	25	40
Fort Covington H. S. . . . .	H.	1	2	14	13	4	10	2	12	31	43
Fort Edward H. S. . . . .	H.	1	3	45	34	7	9	..	34	61	95
Fort Plain H. S. . . . .	H.	1	3	33	14	14	11	4	31	50	81
Frankfort H. S. . . . .	H.	1	3	46	19	12	14	2	40	53	93
Franklin A. (Malone) . . . . .	H.	3	5	123	74	48	29	8	119	161	280
Franklin A. and Prattsburg H. S. (Prattsburg). . . . .	H.	1	2	37	18	13	6	..	33	41	74
Freedom U. S. . . . .	S.	1	1	5	4	1	2	2	7	7	14
Freeport H. S. . . . .	H.	2	9	70	69	26	29	4	92	106	198
Freeville H. S. . . . .	H.	1	1	23	..	..	..	..	11	12	23
Frewsburg H. S. . . . .	H.	1	1	15	12	6	10	1	16	23	44
Friendship H. S. . . . .	H.	1	3	22	37	18	15	2	33	61	94
Fulton H. S. . . . .	H.	3	10	183	123	40	22	..	167	201	368
Fultonville H. S. . . . .	H.	1	1	11	3	6	6	..	12	14	26
Gainesville H. S. . . . .	H.	1	1	8	6	3	7	..	9	15	24
Galway U. S. . . . .	S.	1	1	8	8	6	1	3	7	19	26
Gardenville H. S. . . . .	H.	1	1	21	7	1	6	..	16	19	35
Geneva H. S. . . . .	H.	4	14	196	102	95	62	2	213	244	457
Georgetown U. S. . . . .	S.	1	1	8	7	6	6	..	17	10	27
Gerry U. S. . . . .	J.	1	1	7	3	..	..	..	6	4	10
Gilbertsville H. S. . . . .	H.	1	2	14	14	9	9	..	21	25	46
Girls H. S. (Brooklyn). . . . .	H.	10	99	1 616	1 045	717	549	..	3 927	3 927	7 854
Glen Cove H. S. . . . .	H.	1	11	79	39	26	13	5	74	88	162
Glen Falls H. S. . . . .	H.	3	8	80	96	52	34	6	103	165	268
Gloversville H. S. . . . .	H.	2	15	235	84	81	52	14	208	258	466
Good Ground U. S. . . . .	J.	1	..	11	2	..	..	..	7	6	13
Goshen H. S. . . . .	H.	1	4	27	29	18	19	..	46	47	93
Gouverneur H. S. . . . .	H.	1	10	96	101	68	43	3	120	191	311
Gowanda H. S. . . . .	H.	1	3	15	9	8	12	..	12	32	44

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)

## academic department

## OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year	Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
378	384	762	32	53	85	44	2	9	4 236	75	\$2 000	\$496	\$31 793 53
22	27	49	1	2	3	1	2	2	590	....	523	67	3 556 53
846	1 627	2 473	82	191	273	90	28	64	8 432	....	12 500	101	369 399 06
3	5	8	..	..	..	1	1	1	316	35	..	..	781 ..
2	9	11	..	..	..	1	..	..	388	..	160	..	1 910 39
7	16	23	..	2	2	1	..	..	588	6	285	29	2 825 26
10	13	23	4	4	8	..	..	..	920	30	300	....	1 371 82
16	13	29	3	4	7	1	..	1	508	..	500	..	2 201 46
46	75	121	5	8	13	4	2	1	875	72	750	100	7 942 79
36	39	75	7	9	16	1	2	1	430	103	625	44	6 478 08
90	133	223	5	20	25	6	1	9	2 216	..	2 000	11	28 226 66
24	4	28	3	4	7	..	2	..	1 800	100	450	44	2 706 72
11	6	17	..	..	..	..	..	2	532	96	212	13	1 788 50
20	26	46	2	4	6	1	..	1	150	..	519	..	2 627 54
10	8	18	..	2	2	..	..	..	338	..	125	..	1 398 89
2	4	6	..	..	..	..	..	..	98	..	119	20	1 604 62
21	25	46	1	6	7	..	..	..	1 438	155	554	5	4 370 93
168	322	490	9	41	50	15	1	24	4 227	55	1 500	33	78 333 72
23	27	50	1	6	7	..	3	2	2 097	43	1 065	29	3 713 47
6	11	17	..	..	..	..	..	..	337	..	170	6	908 94
43	44	87	11	5	16	2	6	14	1 341	49	775	19	6 952 61
12	20	32	4	3	7	6	1	..	700	75	350	..	1 824 43
11	25	36	2	6	8	..	..	4	800	100	500	..	2 964 41
27	42	69	3	4	7	..	3	..	1 559	24	794	98	4 535 84
26	40	66	6	4	10	2	1	1	677	2	624	57	4 719 57
31	47	78	5	9	14	5	1	2	819	65	1 400	7	3 915 47
89	130	219	8	23	31	7	2	11	4 161	..	1 200	128	12 944 50
20	23	49	4	2	6	..	..	..	1 132	22	900	..	2 521 77
5	5	10	2	..	2	..	..	..	370	..	210	..	1 069 19
73	82	155	13	17	30	3	1	..	376	166	500	60	16 944 05
7	10	17	..	..	..	..	..	..	438	19	440	42	1 906 45
13	22	35	3	4	7	..	..	..	709	24	300	14	1 850 62
24	46	70	1	9	10	2	..	3	1 172	31	1 150	..	5 994 95
138	160	298	10	12	22	8	8	9	678	57	2 400	312	12 322 36
10	12	22	3	3	6	..	..	..	1 131	..	755	33	2 093 38
6	12	18	4	3	7	1	1	1	491	10	300	18	2 255 98
7	14	21	1	1	2	..	..	..	513	64	350	..	1 482 02
13	19	32	1	5	6	1	1	..	1 425	309	800	30	2 239 91
175	223	398	26	29	55	11	..	8	8 316	153	2 722	88	20 001 95
12	9	21	1	1	2	3	..	..	1 400	..	400	..	1 061 50
4	3	7	..	..	..	..	..	..	150	..	150	..	543 ..
16	21	37	5	4	9	1	..	..	1 020	20	400	3	3 149 50
..	2 410	2 410	..	351	351	36	30	210	7 839	741	4 500	16	276 857 41
51	70	121	4	9	13	1	2	..	600	..	1 200	320	16 780 95
87	136	223	14	17	31	8	1	10	2 790	150	1 250	61	25 686 36
149	195	344	15	35	50	16	3	6	2 943	67	1 200	119	19 984 23
4	4	8	..	..	..	..	..	..	232	..	400	..	1 441 36
40	42	82	7	8	15	2	1	4	1 635	45	1 377	172	5 280 80
100	164	264	11	32	43	11	12	..	1 343	33	2 300	21	11 872 ..
9	24	33	8	4	12	2	1	3	957	50	1 900	..	4 484 64

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Granville H. S. . . . .	H.	1 3/4	4 1/2	58	36	24	17	4	50	89	139
Great Neck H. S. . . . .	H.	1 3/4	5 1/2	34	10	11	5	1	25	36	61
Great Valley U. S. . . . .	S.	1 1/2	8	7	6	5	5	8	18	26	
Greene H. S. . . . .	H.	1 3/4	3	31	28	26	16	3	39	65	104
Greenport H. S. . . . .	H.	1 1/2	4 1/2	43	16	15	16	43	47	90	
Greenville F. A. . . . .	S.	1	2	13	8	9	3	2	19	16	35
Greenwich H. S. . . . .	H.	1	4	78	34	15	17	4	73	75	148
Greenwood U. S. . . . .	S.	1	2	12	8	6	2	8	20	23	
Greenville H. S. . . . .	H.	1 3/4	3	17	18	12	9	2	27	31	58
Griffin-Fleischmanns H. S. (Griffin Corners)	H.	1	2	18	12	4	3	19	18	37	
Griffith Inst and U. S. (Springville)	H.	1 3/4	6 1/2	67	47	37	27	4	86	96	182
Groton H. S. . . . .	H.	1 3/4	5	43	11	11	11	6	40	42	82
Groveland U. S. . . . .	S.	1	1	6	6	4	2	9	9	18	
Guilford U. S. . . . .	S.	1 3/4	2	6	9	6	1	10	12	22	
Hailesboro U. S. . . . .	J.	1 3/4	2	2	1				3	3	
Haldane H. S. (Cold Spring)	H.	1 3/4	2	19	15	9	3	25	21	46	
Hamburg H. S. . . . .	H.	1 3/4	4 1/2	58	33	15	15	3	50	74	124
Hamilton H. S. . . . .	H.	1 3/4	3 1/2	30	23	19	9	22	59	81	
Hammond U. S. . . . .	S.	1	1	31	6	8	3	13	35	48	
Hammondsport H. S. . . . .	H.	1	3 1/2	30	22	16	20	3	41	50	91
Hancock H. S. . . . .	H.	1 3/4	4 1/2	38	27	9	9	2	19	66	85
Hannibal H. S. . . . .	H.	1	2 1/2	11	13	3	9	6	30	36	
Harriman U. S. . . . .	J.	1	1	15	3			10	8	18	
Harrison U. S. . . . .	S.	1 3/4	3	17	5	7	7	14	22	36	
Harrisville H. S. . . . .	H.	1 3/4	1 1/2	18	7	8	4	1	14	24	38
Hartford U. S. . . . .	S.	1	1	17	7	4	2	4	13	21	34
Hartwick U. S. . . . .	S.	1	2	22	8	7	3	16	24	40	
Hastings-on-Hudson H. S. . . . .	H.	1 3/4	3 1/2	22	27	16	8	35	38	73	
Haverling H. S. (Bath)	H.	1 1/2	4 1/2	63	55	33	26	4	73	108	181
Haverstraw H. S. . . . .	H.	1 3/4	9 1/2	94	43	26	21	9	85	108	193
Hempstead H. S. . . . .	H.	1	7	50	21	12	15	2	44	56	100
Henderson U. S. . . . .	M.	1	1	20	9	2		10	21	31	
Herkimer H. S. . . . .	H.	2	7	84	69	22	28	8	80	131	211
Hermon H. S. . . . .	H.	1	1	10	9	7	4	2	15	17	32
Heuvelton U. S. . . . .	S.	1	1	15	4	12	6	14	23	37	
Hicksville U. S. . . . .	J.	1	1	8	5			3	10	13	
High School of Commerce (New York)	H.	7 1/2	2	129	508	202	88	2 927	11	34	2 927
Highland H. S. . . . .	H.	1 3/4	2	12	22	5	6	11	34	45	
Highland Falls H. S. . . . .	H.	1	4	39	29	26	24	63	55	118	
Hillsdale U. S. . . . .	H.	1	1	16	9	13	6	15	29	44	
Hilton H. S. . . . .	H.	1 3/4	2 1/2	17	16	16	8	16	41	57	
Hilton Memorial H. S. (Andes)	H.	1	1	14	12	7	6	14	25	39	
Hinsdale U. S. . . . .	S.	1	1	10	9	5	4	9	19	28	
Hobart H. S. . . . .	H.	1	2	9	12	8	6	14	21	35	
Holland U. S. . . . .	S.	1	1	30	19	8	4	22	39	61	
Holland Patent H. S. . . . .	H.	1 3/4	3	18	12	18	15	2	23	42	65
Holley H. S. . . . .	H.	1 3/4	4	47	28	20	22	42	75	117	
Homer A. and U. S. . . . .	H.	1 3/4	5	53	32	26	24	44	91	135	
Honeoye H. S. . . . .	H.	1 3/4	1 1/2	8	7	8	1	9	15	24	
Honeoye Falls H. S. . . . .	H.	1 3/4	3 1/2	42	30	25	6	5	48	60	108

α H.= high school; S.= senior; M.= middle and J.= junior.



(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
45	79	124	5	12	17	4	6	3	1 021	18	\$1 290	\$30	\$5 971 72
21	25	46	2	2	4	4	...	1	1 850	80	500	28	10 943 89
5	14	19	...	...	...	...	...	...	503	...	450	...	1 457 31
27	54	81	5	11	16	6	3	2	1 244	...	600	90	4 050 84
36	42	78	7	9	16	4	1	5	1 337	2	755	...	10 276 47
11	12	23	...	3	3	...	...	1	566	34	270	17	1 480 36
57	63	120	9	8	17	8	2	2	790	45	1 500	117	5 504 38
5	16	21	2	2	4	...	...	...	550	19	435	...	1 162 ..
18	19	38	5	4	9	...	2	...	1 146	49	400	31	3 466 55
15	14	29	1	2	3	...	...	1	272	13	300	90	3 926 02
66	81	147	11	16	27	5	4	8	2 330	50	1 375	107	10 131 77
30	37	67	4	6	10	1	1	...	825	...	800	14	5 974 05
9	7	16	1	1	2	...	...	...	725	...	117	30	1 509 93
7	11	18	...	...	...	...	...	2	582	82	325	...	1 058 13
.....	2	2	...	...	...	...	...	...	170	20	80	...	498 90
17	16	33	2	2	2	1	2	1	1 340	25	800	28	2 974 75
40	58	98	4	13	17	3	3	4	1 600	20	1 500	30	8 364 37
18	47	65	2	7	9	3	3	...	924	10	270	...	4 761 ..
8	24	32	2	1	3	...	...	1	480	53	188	37	2 547 19
27	50	77	5	15	20	1	5	18	719	34	625	48	3 479 86
19	49	68	4	6	10	...	1	2	1 513	46	2 304	30	4 846 82
3	24	27	3	6	9	...	...	...	875	50	672	7	2 666 63
9	7	16	...	...	...	...	...	...	721	40	300	...	1 305 19
12	17	29	1	6	7	...	5	...	1 076	342	...	...	4 463 05
9	18	27	4	4	4	...	...	1	350	16	350	...	2 281 93
11	17	28	...	2	2	1	...	2	546	...	215	16	1 430 14
13	18	31	1	2	3	...	1	4	404	...	300	13	1 557 36
30	34	64	4	4	8	1	2	1	995	150	375	118	6 205 86
59	83	142	9	9	18	2	1	3	471	26	1 500	...	7 088 17
64	86	150	8	10	18	3	2	2	1 236	'64	2 000	60	12 722 48
36	44	80	7	8	15	5	...	2	1 030	577	500	109	11 772 14
7	15	22	...	...	...	...	...	...	271	4	206	...	1 407 42
61	101	162	11	18	29	2	1	8	965	100	2 569	265	11 344 ..
13	12	25	2	2	4	2	1	...	515	10	232	...	1 671 26
11	20	31	...	3	3	3	...	...	721	8	290	...	1 617 52
2	6	8	...	...	...	...	...	...	80	...	62	17	2 919 63
1 904	...	1 904	84	...	84	7	...	12	4 418	324	12 500	173	167 344 78
8	23	31	...	...	...	2	...	...	1 028	...	300	...	3 030 ..
50	46	96	13	11	24	7	3	1	980	130	1 000	205	4 511 39
12	27	39	2	4	6	...	...	...	498	68	847	15	2 165 83
14	36	50	5	3	8	...	2	2	257	46	656	165	3 623 70
11	20	31	2	4	6	...	...	...	650	10	300	...	2 695 09
6	14	20	1	1	2	1	...	2	372	12	140	...	1 716 50
11	16	27	2	2	4	1	...	3	1 225	25	725	...	2 458 51
16	25	41	2	2	4	1	...	2	600	50	457	...	2 135 35
19	35	54	5	10	15	1	1	1	3 100	28	701	26	3 419 51
34	61	95	3	15	18	10	5	4	1 546	100	700	...	5 584 ..
40	85	125	8	17	25	6	4	...	2 321	61	1 897	20	5 172 61
7	13	20	...	1	1	...	2	...	400	...	425	4	1 641 48
36	51	87	3	3	6	2	...	5	700	55	830	...	3 620 62

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Hoosick Falls H. S.	H.	2	5½	97	54	57	34	...	101	141	242
Hornell H. S.	H.	2	14	132	122	118	52	9	163	265	433
Horseheads H. S.	H.	1½	3½	75	46	15	15	...	57	94	151
Hudson H. S.	H.	3	4	58	44	54	28	8	82	110	192
Hudson Falls H. S.	H.	1	4½	87	45	32	16	...	67	113	180
Hunt Memorial S. (Freeville).	H.	½	3½	35	13	8	3	...	40	19	59
Hunter H. S.	H.	1	1½	12	9	4	4	1	14	16	30
Huntington H. S.	H.	3	5½	86	55	31	16	1	69	119	188
Hyde Park U. S.	M.	1	½	11	4	4	...	...	7	8	15
Ilion H. S.	H.	1	6½	119	42	23	30	3	98	119	217
Indian Lake U. S.	S.	1	1	8	6	6	4	1	11	14	25
Interlaken H. S.	H.	½	1½	20	13	13	7	1	24	30	54
Irondequoit U. S.	J.	½	½	20	...	...	...	...	9	11	20
Irrington H. S.	H.	2½	3½	36	29	12	6	...	32	51	83
Ishup H. S.	H.	1½	4½	33	24	12	8	2	24	55	79
Ithaca H. S.	H.	5	16	238	145	111	98	22	310	304	614
Jamaica H. S.	H.	18	23	523	375	170	109	...	362	320	1 182
Jamestown H. S.	H.	6	20	402	206	123	73	21	334	491	825
Jameville H. S.	H.	3	...	16	11	6	9	...	22	20	42
Jefferson H. S.	H.	½	1	16	6	5	1	1	11	18	29
Jeffersonville U. S.	M.	1	½	3	17	...	4	...	10	14	24
Johnstown H. S.	H.	3	12	174	65	47	27	23	160	176	336
Jordan F. A.	H.	1	2½	22	15	14	8	1	26	34	60
Katonah H. S.	H.	½	4	24	17	13	9	...	22	41	63
Keeseville H. S.	H.	½	2½	13	16	14	3	1	18	29	47
Kendall U. S.	S.	1	1½	18	6	4	...	...	16	12	28
Kenmore U. S.	M.	½	3	23	17	1	...	...	21	25	46
Kinderhook U. S.	M.	1	1	6	2	...	...	...	4	4	8
Kingston F. A.	H.	3	10	197	120	62	62	3	190	254	444
Knowlesville U. S.	M.	½	½	18	11	...	...	...	12	17	29
Knoxboro U. S.	S.	½	½	3	8	5	...	...	5	11	16
Lackawanna H. S.	H.	1	6	38	33	18	6	1	41	55	96
La Fayette U. S.	M.	1	½	14	12	4	...	...	14	16	30
La Fayette H. S. of Buffalo	H.	9	41	346	644	223	405	39	746	916	1 662
La Fayette U. S.	S.	1	1	14	10	5	2	...	8	23	31
Lake George U. S.	S.	1	2	9	8	3	6	3	12	17	29
Lake Placid H. S.	H.	½	3	25	19	9	9	6	27	41	68
Lakewood H. S.	H.	½	2½	24	19	14	9	...	21	45	66
Lancaster H. S.	H.	½	3½	14	14	8	10	...	13	33	46
Lansingburg H. S.	H.	2½	8	75	56	49	52	...	118	114	232
Laurens U. S.	J.	½	½	12	10	...	...	...	8	15	23
Lawrence H. S.	H.	2½	5	66	32	7	14	...	52	67	119
Leavenworth Inst. and Wolcott H. S. (Wolcott)	H.	½	4½	45	43	27	14	5	53	81	139
Leonardsville H. S.	H.	1	1½	8	6	4	4	1	11	17	28
Le Roy H. S.	H.	1½	4½	58	54	32	22	3	76	93	169
Lestershire H. S.	H.	½	5	34	26	16	22	...	38	60	98
Lewiston U. S.	S.	1	½	12	9	3	...	...	5	19	24
Liberty H. S.	H.	½	3½	44	44	22	10	...	51	69	120
Limestone H. S.	H.	1	1½	10	5	4	7	...	8	18	26
Limehurst U. S.	J.	1	1	11	...	...	...	...	5	6	11

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)  
academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year	Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
81	118	199	7	19	26	4	3	8	1 020	65	\$2 192	\$20	\$9 125 88
150	228	378	23	29	52	33	6	11	2 002	30	3 580	12	17 727 59
41	73	114	4	12	16	3	3	4	1 450	69	1 300	.....	5 863 69
63	86	149	10	15	25	3	3	..	1 000	50	1 200	132	9 523 05
51	88	139	4	8	12	5	1	7	2 372	38	1 250	45	7 051 37
32	17	49	3	3	3	1	..	..	550	150	600	..	3 474 57
12	13	25	2	1	3	1	..	..	210	..	496	22	2 499 48
52	94	146	2	14	16	5	1	1	1 070	75	500	27	15 427 96
3	5	8	..	..	..	..	..	..	501	45	700	..	1 854 88
80	98	178	8	22	30	4	..	..	1 630	14	1 208	116	10 364 24
10	12	22	1	2	3	..	..	2	565	92	394	24	1 509 98
20	23	43	1	5	6	..	..	1	664	14	506	..	2 268 40
4	4	8	..	..	..	..	..	..	110	15	30	6	802 26
28	44	72	2	4	6	..	..	1	550	..	1 800	18	7 639 55
20	44	64	2	4	6	..	..	..	1 138	152	1 250	351	6 618 11
247	240	487	49	54	103	70	1	..	2 466	68	1 415	657	33 620 83
242	534	776	12	71	83	25	5	36	2 033	267	4 000	435	98 703 25
271	406	677	23	44	67	8	3	9	5 782	213	6 200	401	49 758 24
16	17	33	3	6	9	4	..	..	742	..	600	87	2 474 69
9	12	21	1	..	1	2	..	..	668	18	329	32	1 398 74
7	11	18	..	..	..	..	..	..	506	75	300	..	1 054 53
127	134	261	14	8	22	3	7	8	3 162	84	2 340	97	19 777 61
20	29	49	4	6	10	..	..	1	1 305	6	990	17	4 227 95
17	35	52	1	8	9	..	..	3	640	..	375	43	7 242 86
15	25	40	..	2	2	..	..	1	1 198	46	640	10	2 764 59
11	10	21	..	..	..	1	..	1	271	15	300	3	1 768 52
17	23	40	..	..	..	..	..	..	345	100	350	140	7 699 11
3	3	6	..	..	..	..	..	..	735	15	481	..	1 258 41
128	198	326	21	34	55	6	6	3	2 291	59	5 600	339	16 809 36
9	10	19	..	..	..	..	..	..	432	22	165	..	1 062 32
3	9	12	..	..	..	..	..	..	284	..	233	..	1 019 76
30	40	70	2	3	5	..	4	..	776	156	782	150	14 225 79
11	16	27	..	..	..	..	..	1	394	42	253	25	1 400 34
587	732	1 319	120	143	263	62	20	10	3 680	402	5 740	175	82 953 25
5	17	22	..	2	2	..	2	..	315	..	275	..	1 360 20
8	12	20	2	4	6	..	..	1	589	16	550	..	3 022 68
20	31	51	2	4	6	1	3	1	879	36	864	26	5 315 43
14	33	47	5	7	12	..	..	..	632	..	417	..	3 753 09
9	27	36	4	4	8	4	1	1	1 437	7	200	46	4 933 08
103	98	201	21	18	39	8	2	6	380	..	2 100	681	18 867 11
7	11	18	..	..	..	..	..	..	158	..	75	..	1 042 52
42	50	92	5	9	14	2	1	2	3 875	50	4 500	320	10 931 74
47	66	113	7	5	12	4	4	7	1 050	62	1 500	..	4 855 39
8	13	21	..	..	..	1	..	..	660	43	215	33	1 643 15
58	81	139	6	16	22	14	2	9	2 250	75	2 700	229	8 604 45
27	48	75	7	15	22	1	3	3	1 000	50	375	170	6 285 37
4	16	20	..	..	..	..	..	..	275	75	175	60	2 182 52
35	53	88	6	3	9	1	1	4	280	22	240	160	4 542 60
6	15	21	3	4	7	..	1	..	1 056	4	540	29	2 199 10
3	3	6	..	..	..	..	..	..	151	22	110	..	3 210 ..

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS										REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration					
Lisle U. S.	S.	2	2	12	4	2	1	.	9	10	19					
Little Falls H. S.	H.	4	5	72	73	56	32	24	123	129	257					
Little Valley H. S.	H.	1	2	10	7	3	8	2	7	23	30					
Liverpool U. S.	S.	2	2	17	8	19	7	.	17	34	51					
Livingston Manor U. S.	S.	1	1½	8	10	6	3	2	13	16	29					
Livonia H. S.	H.	1½	3½	58	22	22	12	.	47	67	114					
Lockport H. S.	H.	5	11	118	107	68	43	2	165	173	338					
Lodi U. S.	J.	2	4	10	3	.	.	.	5	8	13					
Long Lake U. S.	S.	1	1	7	10	4	2	.	10	13	23					
Lowville H. S.	H.	1½	5	63	45	37	21	...	67	99	166					
Ludlowville U. S.	M.	1	1	21	3	5	.	.	17	12	29					
Luzerne H. S.	H.	½	2	12	12	10	7	1	19	23	42					
Lynbrook H. S.	H.	4	3½	32	24	9	9	1	44	31	75					
Lyndonville H. S.	H.	1	3	23	19	17	16	6	32	49	81					
Lyon Mountain U. S.	S.	1	½	5	7	2	1	.	5	10	15					
Lyons H. S.	H.	2	4½	108	54	18	12	3	85	105	190					
Lyons Falls H. S.	H.	½	1½	8	14	6	7	.	16	19	35					
Lysander U. S.	M.	1	½	5	4	2	.	.	7	4	11					
Macedon H. S.	H.	1	1½	19	14	9	3	1	17	29	46					
McGrawville H. S. (McGraw).	H.	1	1½	22	10	12	4	.	18	30	48					
Machias H. S.	H.	1	2	8	6	21	9	14	20	28	48					
McLean U. S.	J.	1	1	6	2	..	.	.	3	5	8					
Madison U. S.	S.	1	1	5	4	1	.	.	4	6	10					
Madrid H. S.	H.	1	1½	19	18	8	.	.	13	32	45					
Mahopac U. S.	M.	½	½	4	5	4	.	.	4	9	13					
Mamaroneck H. S.	H.	4	4½	54	23	14	13	1	46	59	105					
Manchester H. S.	H.	1	1½	10	9	14	3	.	14	22	36					
Manhasset U. S.	J.	½	1½	9	.	.	.	.	6	3	9					
Manlius H. S.	H.	½	3½	52	27	13	9	2	43	60	103					
Mannsville U. S.	J.	1	½	5	5	.	..	.	3	7	10					
Manual Training H. S. (Brooklyn)	H.	71	61	2 231	1 097	443	391	.	2 077	2 085	4 162					
Marathon H. S.	H.	1	2	21	16	5	13	.	22	33	55					
Marcellus H. S.	H.	½	3½	29	25	14	12	.	27	53	80					
Margaretville H. S.	H.	1	2	35	18	13	6	.	24	48	72					
Marion H. S.	H.	1	1½	24	14	5	2	.	12	33	45					
Marlboro U. S.	M.	1	1	26	17	3	.	.	20	26	46					
Massena H. S.	H.	1½	4½	54	45	33	17	1	64	86	150					
Masten Park H. S. (Buffalo)	H.	7	31	346	427	260	171	19	551	672	1 223					
Matteawan H. S.	H.	1½	2	26	27	17	14	6	40	50	90					
Mattituck U. S.	M.	½	1½	24	8	2	1	.	18	17	35					
Mayfield U. S.	J.	½	1	13	..	.	..	.	5	8	13					
Mayville H. S.	H.	2	2½	31	21	12	11	.	27	48	75					
Mechanicville H. S.	H.	1	4½	49	37	11	15	.	42	70	112					
Medina H. S.	H.	2	6	99	60	30	20	7	93	123	216					
Meridian U. S.	J.	½	½	5	2	..	..	.	6	1	7					
Mexico A. and H. S.	H.	2	3	44	33	22	19	..	48	70	118					
Middle Granville U. S.	S.	1	1	12	7	4	6	..	11	18	29					
Middleburg H. S.	H.	1	2½	10	20	16	13	..	22	37	59					
Middlebury A. & U. S. (Wyoming)	H.	½	2	29	11	7	6	..	17	36	53					
Middleport H. S.	H.	1	4	68	48	22	22	..	52	118	170					

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					Total expense of academic department during the year
6	7	13	3		3				500		\$250	\$17	\$1 200 15
101	94	195	11	7	18	7	3	3	1 641	82	10 000	29	14 414 27
7	19	26	1	6	7	2	1		1 059	25	547	24	3 220 33
14	28	42	4	3	7			3	215	28	516		1 935 50
11	13	24		3	3				473	17	184	4	2 000 67
35	52	87	6	5	11	5	3	1	868	25	690		4 420 51
133	140	273	14	14	28	3	1	4	765	50	4 600	202	18 934 86
4	3	7							50		50		611 97
6	11	17		2	2	1			764	10	444		3 717 94
63	97	165	7	14	21	3	1	6				150	6 223 39
10	8	18							375		269	7	1 739 20
15	19	34	3	3	6				701		800		2 982 87
35	27	62	3	4	7		2		599	24	500	50	6 979 74
21	38	59	3	8	11	1		1	570		559	67	4 025 96
4	9	13		1	1				488		200		1 907 25
59	86	145	7	5	12	3	2		4 725	265	1 300	77	8 568 18
13	15	28		2			1	1	545	60	236	36	2 024 96
5	3	8							300		500	20	896 66
13	21	34		2	2	1	2	1	323	5	250		2 423 49
17	27	44	1	3	4		2		541		551		2 257 80
16	24	40	3	6	9	1	2	3	982	7	420		2 231 81
3	3	6							433		110	30	725 ..
2	5	7							525		400		1 174 41
11	25	36					1		1 193	30	575	7	2 524 68
4	5	9							275	23	169	49	2 170 10
40	45	85	2	11	13	3	2	1	2 373	191	500	259	15 398 45
17	14	31	2	1	3	1	1		694		376		2 894 55
4	1	5							707	21	150		2 616 87
27	49	76	1	8	9	1		2	1 029	25	1 000		4 648 30
2	5	7							230		225	23	1 315 23
1 363	1 379	2 742	94	154	248	92	3	98	4 549	31	7 530		291 113 ..
17	25	42	4	4	8		1		129		461		2 852 57
19	41	60	3	6	9	7	1	1	551	54	331	88	3 185 90
17	40	57		4	4		2	4	1 007	69	430	42	3 271 61
8	23	31		1	1				425	50	1 450		2 326 76
9	25	34							155	18	309		1 842 20
54	75	129	8	8	16	4	2		490		425		6 470 08
451	567	1 018	79	91	173	26	25	27	2 330	206		1 533	74 443 82
32	43	75				1	3	2	859	22	1 409	31	5 163 05
14	11	25		1	1				250		359	117	2 872 07
20	37	57	2	9	11	1		1	314	8	103		1 842 20
32	56	88	5	9	14	1		2	675	10	1 000	25	2 843 78
73	96	169	9	9	18	17			5 750	18	850		6 612 28
4	1	5							2 059	125	800	23	10 563 77
40	53	98	4	15	19	3	2	1	202	36	142		995 77
6	13	19		2	2	1			1 671	44	750	12	4 533 79
19	28	47	8	5	13	2		4	427		330		1 666 29
11	31	42	2	4	6	1	2	1	1 377	20	703	8	2 897 49
56	92	148	10	15	25	3	2		335	15	500		2 825 65
											500	350	10 096 41

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Middlesex U. S. . . . .	J	1		13	4	3			9	11	20
Middletown H. S. . . . .	H.	7	7	174	94	49	36	2	164	191	355
Middleville H. S. . . . .	H.	1	14	8	6	6	1		9	12	21
Milford H. S. . . . .	H.	2		20	5	6			8	23	31
Millbrook Memorial S. . . . .	H.	$\frac{1}{2}$	2 $\frac{1}{2}$			5	5	1	11		11
Millerton H. S. . . . .	H.	1	1 $\frac{1}{2}$	19	10	9	2	1	18	23	41
Mineola U. S. . . . .	S.	$\frac{1}{2}$	3 $\frac{1}{2}$	19	17	11			17	30	47
Minetto U. S. . . . .	J.	$\frac{1}{2}$		10					3	7	10
Mineville H. S. . . . .	H.	$\frac{1}{2}$	2 $\frac{1}{2}$	18	15	8	7	3	19	32	51
Minco U. S. . . . .	J.	1		17	5				8	14	22
Mohawk H. S. . . . .	H.	$\frac{1}{2}$	4	21	13	11	10	3	25	33	58
Moirs H. S. . . . .	H.	1	1	13	5	6	8		12	20	32
Monroe U. S. . . . .	S.	1	1 $\frac{1}{2}$	19	15	5	6		22	23	45
Montgomery H. S. . . . .	H.	1	1 $\frac{1}{2}$	13	18	5	6		17	25	42
Monticello H. S. . . . .	H.	1	3	66	34	26	20	1	74	73	147
Moores H. S. . . . .	H.	1	1	19	11	10	7	2	24	25	49
Moravia H. S. . . . .	H.	$\frac{1}{2}$	4	38	31	20	10		30	69	99
Morris H. S. . . . .	H.	1	2	18	16	8	5		20	27	47
Morris H. S. of New York . . . . .	H.	52	79	2 851	1 074	660	748		1 843	3 490	5 333
Morrisonville U. S. . . . .	S.	1	1	17	3	5	4		9	20	29
Morristown U. S. . . . .	S.	1	1	8	8	10	5		12	19	31
Morrisville H. S. . . . .	H.	1	1	12	6	7	5	1	9	22	31
Moscow U. S. . . . .	S.	1	$\frac{1}{2}$	15	7	1	1		6	18	24
Mt Kisco H. S. . . . .	H.	$\frac{1}{2}$	3	30	8	9	8		22	33	55
Mt Morris H. S. . . . .	H.	$\frac{1}{2}$	4 $\frac{1}{2}$	28	29	15	7		38	41	79
Mt Upton U. S. . . . .	S.	$\frac{1}{2}$	1	11	4	3	3		3	15	21
Mt Vernon H. S. . . . .	H.	7	29	390	237	110	117		375	479	854
Munnsville U. S. . . . .	S.	1	1	19	10	6	5	1	17	24	41
Mynderse A. (Seneca Falls) . . . . .	H.	1	6	61	55	30	20	3	70	99	169
Naples H. S. . . . .	H.	$\frac{1}{2}$	3 $\frac{1}{2}$	33	24	17	10		30	54	84
New Berlin H. S. . . . .	H.	1	2	17	16	16	7	3	30	29	59
New Hartford H. S. . . . .	H.	$\frac{1}{2}$	4	34	26	16	15		40	51	91
New Rochelle H. S. . . . .	H.	9	18	321	179	80	47	10	310	327	637
New Woodstock U. S. . . . .	M.	1		14	3	3			12	8	20
New York Mills U. S. No. 1 . . . . .	J.	$\frac{1}{2}$	$\frac{1}{2}$	6	3				2	7	9
New York Mills U. S. No. 2 . . . . .	J.	$\frac{1}{2}$	$\frac{1}{2}$	3					1	2	3
Newark H. S. . . . .	H.	1	5 $\frac{1}{2}$	55	82	16	21		76	98	174
Newark Valley H. S. . . . .	H.	1	2	6	10	10	4		8	22	30
Newburgh F. A. . . . .	H.	6	12	225	128	96	33		207	275	482
Newcomb U. S. . . . .	S.	1	1	11	4	2	2		7	12	19
Newfield H. S. . . . .	H.	1	1 $\frac{1}{2}$	11	7	6	4	3	9	22	31
Newport H. S. . . . .	H.	1	1 $\frac{1}{2}$	12	7	8	16		15	28	43
Newtown H. S. (Elmhurst) . . . . .	H.	12	20	731	244	172	89		532	704	1 236
Niagara Falls H. S. . . . .	H.	9	23	299	190	96	84	17	306	380	686
Nichols H. S. . . . .	H.	1	1 $\frac{1}{2}$	16	6	8	6		18	18	36
Norfolk U. S. . . . .	M.	1	2	13	5	3	1		10	12	22
North H. S. (Syracuse) . . . . .	H.	6	14	235	123	93	74	16	268	273	541
North Bangor U. S. . . . .	M.	1	$\frac{1}{2}$	11	6				7	10	17
North Brookfield U. S. . . . .	S.	1	$\frac{1}{2}$	6	5	6			4	13	17
N. Cohocton & Atlanta U. H. S. (N. Cohocton) . . . . .	H.	1	2	4	9	4	2		5	14	19

a H.= high school; S.= senior; M.= middle and J.= junior.

(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
9	6	15							398		85		844
127	153	280	20	15	35	9	1	1	1 775	25	6 000	202	23 009 37
7	9	16		1	1			1	843		475		1 778 34
6	19	25	1	5	6			3	690	25	430	25	1 922 44
10		10	5	11	16	2			486	32	500	123	4 530 89
11	19	30		1	1			1	1 359	23	660		2 549 94
16	26	42							354	40	549	138	4 175 12
3	4	7							223		66		410 42
15	23	38	3	4	7	1	4		1 283	94	1 077	42	5 288 72
6	8	14							197	2	136	30	1 082 29
21	25	46	4	6	10			3	660	10	1 000	189	5 165 11
11	15	26	3	5	8			1	514		900	29	1 675 67
16	16	32	2	4	6			4	678	115	507	77	3 478 43
14	22	36	1	5	6		2	1	701	46	432	10	2 792 13
52	57	109	6	10	16			6	1 097	22	475	31	3 657 98
17	20	37	3	4	7	4	1	5	691	30	634		2 621 50
22	57	79	3	5	8	1		5	1 111	45	1 800		4 671 98
17	23	40	2	2	4	1		6	826	20	529	17	3 115 56
1 067	2 067	3 134	86	309	395	113	1	132	6 941	252	21 752	359	295 571 07
8	16	24	1	3	4				404	125	250	48	1 837 41
8	14	22		3	3				624	44	372	17	1 581 29
7	18	25		3	3	2	1		2 233		397	6	1 867 46
4	12	16							341	6	209	20	1 263 79
14	24	38	2	6	8	1	2	1	985	50	250	50	4 148 24
28	33	61	2	2	4			1	755		530	39	5 030 50
2	14	16							471		300		1 231 27
290	360	650	30	45	75	41	3	8	1 559	60	5 408	182	63 124 46
13	18	31	2	3	5	1			441	15	465		1 515 07
54	84	138	10	20	30	1	1	3	640	10	1 250	260	7 365 07
26	44	70	3	7	10	1		3	2 272	41	550	17	3 573 79
23	24	47	1	6	7	1	2		725	38	1 406		2 817 42
31	48	79	3	8	11	1	2		830	16	850	7	4 391 74
243	244	487	25	27	52	20	5	3	1 607	150	5 000	895	44 405 68
10	5	15							193		300	72	958 50
1	5	6							850		75	30	1 099 49
1	2	3							85		261		989 27
62	78	140	6	13	19	8		2	1 170	50	500	83	11 136 52
7	20	27	4	3	7	2		5	1 952	38	2 625		2 184 88
180	239	419	21	23	44	3	10		1 200		3 100	78	32 837 53
5	8	13						6	350	50	237	78	5 847 59
5	16	21	1	3	4	1		2	610	50	400	23	1 420 09
9	27	36	4	10	14		1		770		521	25	2 575 39
329	427	756	26	32	58	10	2	14	1 460	75	4 500	785	72 151 23
237	314	551	24	48	72				1 962	205	8 250	1 788	49 380 37
7	20	27	2	2	4			1	600	15	650		1 886 42
6	9	15							311	173	213		4 357 43
204	215	419	35	33	68	21	2	12	1 245	152	7 185	176	29 255 42
2	8	10							476		300		888 81
1	7	8							632	12	390		973 94
4	11	15	2	5	7	2			987	25	575	9	4 334 09

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
North Collins H. S.	H.	2	12	16	12	9	8	2	21	26	47
North Lawrence U. S.	S.	1	3	5	9	7	4	1	7	19	26
North Rose U. S.	J.	3	4	13	4				10	7	17
North Tarrytown H. S.	H.	1	4	50	18	8	6	1	24	59	83
North Tonawanda H. S.	H.	3	9	113	43	33	24	18	130	101	231
Northcreek H. S.	H.	1	12	9	18	13	12		29	23	52
Northport H. S.	H.	1	3	24	31	19	15		39	50	89
Northside H. S. (Corning)	H.	1	7	79	52	27	15	4	88	89	177
Northville H. S.	H.	1	2	22	5	11	11	3	19	33	52
Norwich H. S.	H.	1	9	132	80	42	28	8	127	103	290
Norwood H. S.	H.	2	3	29	20	11	6	2	25	43	68
Nunda H. S.	H.	3	3	28	16	15	4	2	31	34	65
Nyack H. S.	H.	1	6	74	44	20	14	9	74	87	161
Oakfield H. S.	H.	2	1	19	13	12	13		26	31	57
Oakside H. S. (Peekskill)	H.		6	51	23	23	15		44	68	112
Ocean Side H. S.	H.	1	3	19	7	2	4	1	19	14	33
Odessa U. S.	J.	2	4	8	6	4			6	12	18
Ogdensburg F. A.	H.	3	7	108	62	46	49	4	121	148	269
Old Forge U. S.	M.	5	2	15	5	4			11	13	24
Olean H. S.	H.	5	18	142	106	94	66	8	192	224	416
Oneida H. S.	H.	3	8	104	72	51	32		106	153	259
Oneonta H. S.	H.	2	10	111	70	75	39	16	126	185	311
Onondaga F. A. (Onondaga Valley)	H.	1	5	56	35	16	12		43	76	119
Ontario H. S.	H.	1	2	17	9	15	8	2	17	34	51
Orchard Park H. S.	H.	1	1	12	9	9	3		13	20	33
Orient U. S.	J.	2	1	5	3				3	5	8
Oriskany U. S.	S.	1	1	18	7	5			11	19	30
Oriskany Falls U. S.	S.	1	1	16	10	7			18	15	33
Ossining H. S.	H.	3	6	71	61	50	18	5	91	114	205
Oswegatchie U. S.	S.	2	2	10	7	3			11	9	20
Oswego H. S.	H.	4	16	359	192	121	79		302	449	751
Otego H. S.	H.	1	1	14	3	5	1		5	18	23
Ovid H. S.	H.	1	4	31	7	36	12	19	70	68	138
Owego F. A.	H.	2	5	85	60	33	10	9	92	109	192
Oxford A. & U. S.	H.	3	3	33	16	18	10		29	48	77
Oyster Bay H. S.	H.	1	4	29	27	23	11	1	29	62	91
Painted Post H. S.	H.	1	1	17	14	5	4		18	22	40
Palatine Bridge U. S.	S.	1	1	13	7	6	5		9	22	31
Palmyra Classical H. S.	H.	1	6	42	36	13	15	6	42	70	112
Panama U. S.	S.	1	1	10	2	3	1		9	7	16
Parish H. S.	H.	1	1	18	18	7	7		17	33	50
Parishville U. S.	S.	1	1	16	11	6	5		12	26	38
Parker H. S. (Clarence)	H.	1	2	21	10	13	11	1	20	36	56
Patchogue H. S.	H.	1	10	76	48	39	37	2	95	107	202
Patterson U. S.	S.	1	1	7	8	4	3		4	18	22
Pavilion U. S.	S.	1	2	12	2				7	7	14
Pawling H. S.	H.	1	1	16	12	3	13		20	24	44
Pearl River H. S.	H.	1	2	24	4	3	1		13	19	32
Pelham U. S. (Pelham Manor)	M.	1	2	30	16				18	28	46
Penfield U. S.	S.	1	2	10	2	4			3	13	16

α H = high school; S = senior; M = middle and J = junior.



(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
									Number of volumes in library	Number of volumes added during the year	Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
17	21	38	3	5	8				600		\$500		\$2 031 46
7	15	22		4	4		1		480	25	202		1 551 63
7	4	11							237	47	121	\$23	946 17
21	45	66	1	3	4		1		1 361		750		6 904 29
106	81	187	13	10	23	7		3	1 486	82	3 000	261	21 133 98
23	20	43	6	1	7	1			321		691		2 113 71
31	44	75	7	7	14	2	1	3	1 743	191	824	49	5 959 02
55	75	130	7	14	21	2	4		718	23	2 440	23	11 519 73
14	25	39	1	6	7				891		553		2 524 22
103	137	240	12	15	27	8	2	8	7 604	622	2 000	553	13 363 97
19	34	53	4	2	6	1	1		764	112	650	3	4 023 80
20	28	48		1	1	3			1 074	24	530	48	3 403 57
56	71	127	8	7	15	5	3	3	500	13	2 000	245	15 211 53
18	26	44	4	8	12	2	1		803	8	565		2 177 42
35	60	95	4	6	10		1	1	568	40	1 200	200	9 444
14	11	25	1	3	4				600	61	700	130	6 253 84
4	10	14							400	116	260		1 320 55
103	125	228	13	26	39	9	1	13	1 570		3 500	101	12 873 17
8	9	17							72	43	52	30	3 250 05
162	185	347	23	28	51	11	10	1	1 768	50	3 800	250	26 720 22
81	127	208	9	17	26	13	1	7	7 000	200	1 650	301	15 562 56
102	151	253	15	19	34	2	11	2	500	80	2 000	122	16 596 19
31	58	89	3	9	12	1	1	1	390	4	800	65	6 341 17
11	26	37	1	7	8	3	1	1	670	74	540	50	2 527 60
11	14	25	1	1	2		3	3	962	25	600	65	2 114 99
1	4	5							450	25	50		945 40
8	14	22							877	10	435	40	1 679 72
13	10	23							420	20	100	36	1 523 85
79	99	178	6	8	14	7			806	18	1 403	118	29 057 68
8	5	13							397	15	320	9	1 103 38
222	314	536	24	48	72	6	42	1	964	250	2 300	237	18 457 03
4	14	18		1	1				472	20	500	38	2 268 01
53	55	108	3	7	10		3		840	812	800	207	6 762 80
74	80	154	6	5	11	4	2	7	607	64	1 000		7 552 52
22	41	63	1	7	8	8	2	1	150	12	170	26	4 078 31
22	49	71	3	5	8	2	1	2	925	25	700	80	8 402 03
14	18	32	1	3	4			1	787		925	22	4 872 05
8	20	28	1	4	5		1		1 200		163		1 703 06
34	58	92	9	5	14				2 745	65	800		8 943 81
8	4	12	1						525	12	250	7	1 123 37
12	24	36	2	4	6				1 008		430	27	1 886 72
10	21	31	1	4	5		3	1	492	3	350	5	1 105 32
15	29	44	4	7	11				2 276	95	1 800		2 328 18
78	89	167	15	20	35	6	5	9	1 025	34	500	25	16 457 61
3	14	17							575	31	300	20	2 356
6	6	12						3	603	20	500	7	1 045 82
15	17	32	4	6	10	2	1		1 377	29	500		2 941 73
12	14	26		1	1		3		400	20	275	30	3 066 29
14	24	38							315	20	400	304	6 385 36
3	9	12							600		375		2 748 70

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	a Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Penn Yan A	H.	3	6 <sup>3</sup>	98	72	33	31	7	89	152	241
Perry H. S.	H.	11 <sup>1</sup>	4 <sup>3</sup>	33	45	22	21	4	27	98	125
Peru U. S.	J.	1	1	33	13				18	28	46
Peterboro U. S.	M.	2 <sup>2</sup>	3 <sup>3</sup>	3	9				2	10	12
Phelps U. & Classical S.	H.	1 <sup>1</sup>	2 <sup>1</sup>	26	14	9	10	3	27	35	62
Philadelphia H. S.	H.	1 <sup>1</sup>	2	25	12	7	10		26	28	54
Philmont U. S.	M.	1	1 <sup>1</sup>	21	3				15	16	31
Phoenix H. S.	H.	2 <sup>2</sup>	4 <sup>2</sup>	50	25	13	12		43	57	100
Pierson H. S. (Sag Harbor)	H.	1 <sup>1</sup>	4	46	19	18	18		42	59	101
Pike Seminary H. S.	H.	1 <sup>1</sup>	2	12	10	5	4		11	20	31
Pittsford H. S.	H.	1	3	33	32	15	10	4	42	52	94
Plainville U. S.	J.	1 <sup>1</sup>	1 <sup>1</sup>	11	7				10	8	18
Plattsburg H. S.	H.	2	7	78	51	35	25	6	88	107	195
Pleasantville H. S.	H.	1 <sup>1</sup>	4 <sup>1</sup>	54	32	19	11		48	68	116
Poland H. S.	H.	1 <sup>1</sup>	1 <sup>1</sup>	13	11	9	8		11	30	41
Pompey U. S.	S.	1	1	6	2	2	2		7	5	12
Port Byron H. S.	H.	1	3	29	20	11	10	5	32	43	75
Port Chester H. S.	H.	5	7 <sup>1</sup>	106	87	39	32	2	113	153	266
Port Henry H. S.	H.	1	2	17	12	16	4	3	19	33	52
Port Jefferson H. S.	H.	1 <sup>1</sup>	3	29	21	19	11	4	42	42	84
Port Jervis H. S.	H.	2	9	100	96	78	52	3	131	198	329
Port Leyden H. S.	H.	1	1	12	11	8			12	19	31
Port Washington H. S.	H.	1 <sup>1</sup>	6 <sup>1</sup>	23	17	7	3		23	32	55
Portville H. S.	H.	2 <sup>2</sup>	2 <sup>2</sup>	30	22	13	8	4	36	41	77
Potsdam H. S.	H.	1 <sup>1</sup>	1	26					10	16	26
Poughkeepsie H. S.	H.	7	16	317	184	110	58	7	311	365	676
Pulaski A. & U. S.	H.	1 <sup>1</sup>	4 <sup>1</sup>	81	35	21	15	2	78	76	154
Pulteney U. S.	M.	1	2 <sup>1</sup>	8	7				6	9	15
Randolph H. S.	H.	1 <sup>1</sup>	2	21	16	7	15		13	46	59
Ravena H. S.	H.	1	2 <sup>1</sup>	23	32	30	5	2	39	53	92
Red Creek H. S.	H.	1 <sup>1</sup>	1	3	3	3	1	2	5	7	12
Red Hook H. S.	H.	1	1 <sup>1</sup>	6	10	7	6		15	14	29
Redwood U. S.	S.	1	1	13	12	8	6		14	25	39
Remsen H. S.	H.	1	1	17	10	5	2	7	20	21	41
Rensselaer H. S.	H.		8	76	53	34	24		69	118	187
Rensselaer Falls U. S.	S. J.	1	1	19	3				10	12	22
Rhinebeck H. S.	H.	1	3 <sup>1</sup>	35	8	15	6	7	32	39	71
Richburg U. S.	S.	1	1	8	9	5	3	1	18	8	26
Richfield Springs H. S.	H.	1	3	39	31	16	14	1	35	66	101
Richmond Hill H. S.	H.	14	23	390	301	138	105		359	575	934
Richmondville H. S.	H.	1	1	7	7	4	8		12	14	26
Richville U. S.	J.	1	1 <sup>1</sup>	10	4				5	9	14
Ripley H. S.	H.	1	2	16	12	11	8		17	30	47
Riverhead H. S.	H.	1 <sup>1</sup>	3 <sup>1</sup>	38	47	15	21	6	62	65	127
Rochester H. S., East	H.	19	44	396	334	275	239	6	598	652	1 250
Rochester H. S., West	H.	17	35	481	312	244	175	3	532	683	1 215
Rome F. A.	H.	4	11	281	70	45	38	16	179	221	400
Roscoe H. S.	H.	1	1	15	15	8	4		19	23	42
Roslyn H. S.	H.	1	3 <sup>1</sup>	13	16	5	13		17	30	47
Rotterdam U. S. (Rotterdam Junction)	M.	1 <sup>1</sup>	1 <sup>1</sup>	6	5				5	6	11

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)  
academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURE
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in Number of volumes library	Number of volumes added during the year	owned Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional technical schools					
67	125	192	11	21	32	10	3	2	600	...	\$1 500	\$164	\$12 860 68
24	90	114	5	16	21	5	1	4	1 366	203	800	120	8 779 14
11	20	31	...	...	...	...	...	...	300	25	200	...	1 149 67
1	8	9	...	...	...	...	...	...	1 461	6	453	42	988 71
22	31	53	5	5	10	5	...	2	1 904	195	940	51	4 160 87
23	21	44	8	2	10	1	...	...	740	...	400	...	2 242 42
11	11	22	2	...	...	...	...	...	301	57	336	31	2 132 74
32	45	77	2	7	9	3	1	4	1 347	...	2 000	44	4 172 56
35	48	83	11	7	18	...	2	5	1 275	2	1 100	...	6 670 21
9	17	26	...	4	4	2	...	...	600	30	425	...	2 405 66
27	43	70	3	4	7	...	...	...	620	67	400	35	4 646 14
8	5	13	...	...	...	...	...	...	635	49	180	...	790 11
71	86	157	12	10	22	12	11	7	2 311	87	1 350	35	18 312 20
36	53	89	2	4	6	1	...	1	430	212	825	25	9 491 35
9	24	33	2	6	8	...	1	...	721	30	251	20	2 140 62
3	3	6	...	2	2	...	1	1	235	...	233	...	1 401 95
22	36	58	3	9	12	...	...	2	603	10	653	...	3 394 45
88	121	209	15	17	32	8	3	2	603	20	2 594	150	20 365 41
18	29	47	2	2	4	3	1	1	343	...	600	35	3 799 76
34	33	67	3	8	11	3	1	1	300	80	134	...	4 070 37
101	164	265	16	16	32	8	...	20	525	21	2 300	343	11 980 39
10	18	28	...	...	...	...	...	...	517	37	250	49	1 646 16
18	27	45	1	2	3	4	2	...	420	...	2 000	167	13 442 89
23	30	53	3	4	7	...	...	...	664	1	390	40	3 646 98
6	9	15	...	...	...	...	...	...	404	...	675	...	1 794 71
271	314	585	29	34	63	14	6	3	766	...	1 500	...	27 908 54
40	60	100	3	8	11	3	4	2	2 871	200	675	20	5 073 25
4	6	10	...	...	...	...	...	...	307	37	100	57	985 86
10	41	51	...	15	15	1	...	...	439	30	350	...	1 605 59
34	47	81	1	4	5	3	...	5	560	40	500	92	3 698 20
2	6	8	2	5	7	...	...	...	690	...	632	124	2 146 85
14	13	27	3	3	6	5	...	...	500	10	600	199	2 894 83
12	22	34	...	5	5	2	1	...	576	45	265	...	2 142 79
14	16	30	2	2	2	3	...	...	700	...	300	4	1 852 55
50	97	147	3	16	19	2	3	...	1 103	50	1 300	...	10 027 41
7	9	16	...	...	...	1	5	...	400	...	270	...	1 285 01
30	27	57	3	3	6	5	2	...	400	30	800	...	7 178 15
14	6	20	...	...	...	...	...	...	602	13	224	23	1 876 63
23	51	80	3	7	10	5	...	5	1 725	82	1 330	6	3 848 97
247	411	658	17	32	49	7	4	7	1 490	49	7 793	101	82 178 73
9	11	20	3	5	8	...	2	1	594	14	350	...	1 974 09
5	7	12	...	...	...	...	...	3	150	15	350	...	930 69
11	22	33	4	4	8	...	...	...	630	5	710	19	2 826 41
51	55	106	10	11	21	...	2	3	787	69	800	...	4 657 61
532	574	1 106	90	110	200	52	12	12	7 595	262	30 000	1 139	98 148 63
390	531	921	56	66	122	28	4	35	5 500	284	26 000	1 140	87 176 29
152	187	339	13	22	35	9	3	6	632	30	4 100	627	23 479 05
15	19	34	1	3	4	...	...	1	764	87	274	23	2 047 57
14	26	40	2	10	12	2	1	...	793	62	1 155	154	4 751 47
4	4	8	...	...	...	...	...	...	450	80	175	6	1 994 02

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Round Lake U. S.	S.	1	1	9	6	5	2		11	11	22
Rouses Point H. S.	H.	1	1	9	13	3	5	3	19	14	33
Rowena Memorial S. (Palenville)	M.	1		12	4				8	8	16
Roxbury H. S.	H.	$\frac{1}{2}$	2	12	7	7	9	1	11	25	36
Rushford H. S.	H.	1	2	18	15	10	14	3	24	36	60
Rushville H. S.	H.	$\frac{3}{4}$	$1\frac{1}{2}$	18	15	3	8		19	25	44
Russell U. S.	J.	1	$\frac{1}{2}$	28	8		1		15	22	37
Rye H. S.	H.	1	$3\frac{3}{4}$	14	12	6	16	1	25	24	49
Rye Neck H. S. (Mamaroneck)	H.	$\frac{1}{2}$	3	21	14	7	5		21	26	47
S. S. Seward Inst. (Florida)	H.	1	$1\frac{1}{2}$	6	6	9	4	...	9	16	25
Sacket H. S. (Sacket Harbor)	H.	11	1	17	11	7	4	1	16	24	40
St Johnsville H. S.	H.	$\frac{1}{2}$	4	33	21	38	10	5	41	66	107
St Regis Falls H. S.	H.	1	2	19	11	12	8		18	32	50
Salamanca H. S.	H.	2	$6\frac{1}{2}$	91	69	41	27	8	107	129	236
Sandy Creek H. S.	H.	1	3	24	19	11	10		27	37	64
Saranac Lake H. S.	H.	4	4	72	41	17	18	7	60	95	155
Saratoga Springs H. S.	H.	2	12	144	117	53	45		174	185	359
Sardina U. S.	S.	1	$\frac{3}{4}$	4	13	3			6	14	20
Saugerties H. S.	H.	$\frac{1}{2}$	6	31	20	17	15	4	25	62	87
Sauquoit U. S.	S.	1	1	12	5	6	3		8	18	26
Savannah H. S.	H.	1	$2\frac{3}{4}$	9	8	11	8	4	13	27	40
Savona H. S.	H.	1	2	7	14	14	8	2	19	26	45
Sayville H. S.	H.	$\frac{1}{2}$	3	30	20	17	9		36	40	76
Schaghticoke H. S.	H.	1	$1\frac{1}{2}$	11	7	8	4		8	22	30
Schenectady H. S.	H.	8	35	475	352	157	86		515	555	1 070
Schenevus H. S.	H.	1	2	29	16	13	8	1	24	43	67
Schoharie H. S.	H.	$\frac{1}{2}$	$1\frac{1}{2}$	16	13	13	2	5	17	32	49
Schroon Lake U. S.	S.	1	$\frac{1}{2}$	15	8	1	4		12	16	28
Schuyler Lake U. S.	S.	$\frac{1}{2}$	$\frac{1}{2}$	6	5	5	1		7	10	17
Schuylerville H. S.	H.	$\frac{1}{2}$	$2\frac{1}{2}$	34	27	10	9		39	41	80
Scio H. S.	H.	1	$1\frac{1}{2}$	11	8	6	2		12	15	27
Scio H. S.	H.	$\frac{1}{2}$	5	56	27	24	15		70	52	122
Scottsville H. S.	H.	$\frac{1}{2}$	21	19	14	9	7	2	16	35	51
Seacliff H. S.	H.	$\frac{1}{2}$	$2\frac{1}{2}$	12	14	5	9		14	26	40
Setauket U. S.	J.	1	$\frac{1}{2}$	6	4				6	4	10
Seymour Smith A. (Pine Plains)	H.	$\frac{1}{2}$	$1\frac{1}{2}$	21	10	13	5	2	25	35	60
Sharon Springs H. S.	H.	1	2	10	7	7			12	17	29
Shelter Island U. S.	S.	1	1	7	3	5	5		7	13	20
Sherburne H. S.	H.	1	3	16	16	14	11		20	37	57
Sherman H. S.	H.	1	3	26	15	10	8	2	22	39	61
Shortsville H. S.	H.	1	$2\frac{1}{2}$	13	12	12	7	3	16	31	47
Sidney H. S.	H.	$\frac{1}{2}$	$4\frac{1}{2}$	38	33	15	14	3	38	65	103
Silver Creek H. S.	H.	$2\frac{1}{2}$	$4\frac{1}{2}$	42	39	20	15	6	51	71	122
Silver Springs H. S.	H.	2	2	29	12	8	9		27	31	58
Sinclairville H. S.	H.	2	13	12	7		5	...	12	25	37
Skaneateles H. S.	H.	1	6	51	54	21	20		64	82	146
Slaterville Springs U. S.	J.	1	1	24					7	17	24
Sloan U. S. (Smithville Flats)	J.		$\frac{1}{2}$	6					2	4	6
Smithville U. S.	J.	$\frac{1}{2}$	$\frac{1}{2}$	10	4				6	8	14
Smyrna U. S.	S.	1	1	4	6				3	7	10

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)  
academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
10	10	20	2	..	2	..	2	..	385	..	\$500	..	\$1 447 34
14	9	23	2	3	5	1	..	..	910	30	550	..	2 129 63
6	6	12	..	..	..	..	..	..	1 650	6	210	\$10	2 090 30
9	22	31	3	6	9	3	1	..	275	6	432	12	1 659 60
18	28	46	7	7	14	..	..	..	400	..	650	..	2 253 35
16	21	37	1	7	8	..	..	..	590	50	416	42	1 895 43
10	16	26	..	..	1	1	..	..	434	..	117	..	849 19
20	20	40	4	12	16	..	3	3	776	112	1 705	..	8 019 10
18	22	40	3	2	5	..	4	..	910	53	675	..	6 747 12
6	12	18	1	2	3	..	2	2	622	67	500	..	2 091 57
11	16	27	3	1	4	..	2	..	475	26	423	23	2 483 32
30	53	83	2	8	10	6	..	1	549	49	500	50	3 037 66
14	27	41	3	5	8	..	..	1	992	61	659	60	3 542 04
89	109	198	9	12	21	7	..	1	2 210	100	1 750	154	12 706 54
23	29	52	4	7	11	2	..	1	750	30	600	80	4 396 82
45	69	114	5	6	11	..	..	..	1 776	200	1 500	61	9 835 93
140	160	300	12	28	40	5	8	14	3 425	75	3 225	52	13 410 72
5	9	14	..	..	..	..	..	..	434	13	281	25	1 144 01
16	50	66	2	13	15	..	..	2	3 693	36	1 000	72	6 280 94
5	12	17	..	..	..	..	..	..	463	..	125	..	1 824 31
11	23	34	2	6	8	3	..	..	1 025	100	603	75	3 512 44
13	19	32	3	4	7	..	..	..	622	8	552	..	1 629 82
34	37	71	3	8	9	..	..	3	585	60	600	71	3 668 96
7	16	23	2	3	5	..	..	..	835	48	485	26	2 184 63
394	443	837	35	51	86	43	4	23	4 430	112	8 100	200	271 118 09
19	35	54	2	3	5	1	..	4	1 077	44	485	..	3 959 87
11	25	36	1	1	2	1	..	..	1 060	..	525	..	2 703 86
9	10	19	1	5	6	..	..	..	507	68	281	..	1 921 43
5	7	12	..	2	2	..	..	..	209	18	180	78	1 005 40
32	30	62	3	6	9	3	..	..	621	46	700	..	2 433 13
8	12	20	1	1	2	2	..	..	183	4	340	5	2 442
57	38	95	12	3	15	2	3	1	784	60	1 181	28	6 424 07
12	28	40	..	5	5	..	..	3	1 435	33	250	..	2 962 28
12	14	26	5	3	8	..	..	..	700	60	1 100	75	5 220 98
4	3	7	..	..	..	..	..	..	450	26	180	93	2 009 44
21	27	48	1	4	5	1	..	3	395	95	400	71	2 739 97
9	11	20	2	3	5	..	..	..	884	144	471	..	2 764 43
5	9	14	..	3	3	..	..	..	325	180	400	..	2 346 50
14	32	46	5	6	11	4	..	..	946	25	476	..	3 278 72
17	31	48	1	5	6	2	..	..	630	..	334	21	3 240 02
15	24	39	5	2	7	..	..	2	655	8	410	..	2 955 85
30	50	80	4	10	14	4	1	4	1 048	48	1 027	33	5 214 67
41	57	98	4	11	15	..	..	..	2 150	30	1 900	62	6 371 43
19	24	43	..	8	8	..	..	..	810	48	592	21	3 353 98
9	19	28	..	5	5	..	1	2	399	26	425	5	2 111 95
58	53	111	6	7	13	1	..	5	945	..	1 000	..	6 968 36
5	14	19	..	..	..	..	..	..	217	217	110	97	1 045 20
1	2	3	..	..	..	..	..	..	400	..	176	8	1 230 97
5	6	11	..	..	..	..	..	..	422	22	324	67	511 44
2	6	8	..	..	..	..	..	..	311	..	249	..	893 82

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Sodus H. S. . . . .	H.	2	2	41	20	14	17	1	38	55	93
Solvay H. S. . . . .	H.	1	7½	71	23	12	15	..	60	61	121
South Byron U. S. . . . .	M.	2	..	1	..	..	..	..	1	..	1
South Dayton H. S. . . . .	H.	1	1½	22	10	8	8	4	20	32	52
South Glens Falls H. S. . . . .	H.	1	3	28	14	6	4	..	22	30	52
South New Berlin U. S. . . . .	S.	1	1	14	5	12	..	..	11	20	31
South Otsego H. S. . . . .	H.	1	1½	7	18	7	5	..	11	26	37
South Side H. S. (Rockville Center) . . . . .	H.	1	5	63	29	19	12	7	57	73	130
Southampton H. S. . . . .	H.	1½	4	39	48	12	9	1	48	61	109
Southold H. S. . . . .	H.	2	2½	7	14	8	5	3	17	20	37
Spencer H. S. . . . .	H.	1	1	32	15	8	5	6	26	40	66
Spencerport H. S. . . . .	H.	1	2½	46	18	12	14	..	41	49	90
Sprung Valley H. S. . . . .	H.	1½	4	63	44	22	18	1	67	81	148
Springfield Center U. S. . . . .	S.	..	2	7	8	2	5	..	9	13	22
Springwater U. S. . . . .	J.	1	..	9	3	..	..	..	3	9	12
Staatsburg U. S. . . . .	J.	½	½	7	3	..	..	..	4	6	10
Stamford Seminary & U. S. . . . .	H.	1	4½	31	43	20	17	1	43	69	112
Stillwater H. S. . . . .	H.	1	2	18	11	9	5	..	17	26	43
Stockton U. S. . . . .	M.	1	½	19	2	..	..	..	5	16	21
Stony Point H. S. . . . .	H.	½	2	9	12	4	5	1	8	23	31
Stonybrook U. S. . . . .	S.	1	½	6	6	3	3	..	5	13	18
Stuyvesant H. S. (New York) . . . . .	H.	92	..	1 395	651	396	283	6	2 736	..	2 736
Suftern H. S. . . . .	H.	½	5	47	35	16	12	4	41	73	114
Syracuse H. S. . . . .	H.	14	43	558	355	234	252	..	609	840	1 449
Syracuse Technical H. S. . . . .	H.	10	14	263	191	89	46	19	319	294	613
Tannersville U. S. . . . .	J.	1	..	21	3	..	..	..	8	16	24
Tappan Zee H. S. (Piermont) . . . . .	H.	½	3	24	14	12	..	..	24	26	50
Technical H. S. of Buffalo . . . . .	H.	8	11	82	241	120	63	..	511	..	511
Ten Broeck F. A. (Franklinville) . . . . .	H.	1½	2	27	30	13	12	..	32	55	87
Theresa H. S. . . . .	H.	1	2	11	16	3	8	..	16	22	38
Three Mile Bay U. S. . . . .	S.	1	½	14	10	6	2	..	16	16	32
Tionderoga H. S. . . . .	H.	½	6	94	43	17	14	..	66	107	173
Tioga Center U. S. . . . .	J.	..	6	3	..	..	..	..	..	9	9
Tivoli U. S. . . . .	M.	1	1	12	5	5	3	..	11	14	25
Tompkins Cove U. S. . . . .	M.	1	½	7	5	2	1	..	6	9	15
Tonawanda H. S. . . . .	H.	2	8	138	52	30	24	7	113	138	251
Trenton U. S. (Barneveld) . . . . .	J.	½	..	13	4	..	..	..	7	10	17
Troupsburg U. S. . . . .	S.	1	..	36	11	2	..	..	26	23	49
Troy H. S. . . . .	H.	9	18	247	173	87	88	5	294	306	600
Trumansburg H. S. . . . .	H.	1	3½	34	33	24	17	2	47	63	110
Truxton U. S. . . . .	S.	1	½	10	6	5	..	..	5	16	21
Tully H. S. . . . .	H.	½	1½	13	15	8	3	1	9	31	40
Tupper Lake H. S. . . . .	H.	½	4½	18	16	14	12	2	26	36	62
Turin U. S. . . . .	S.	1	1	12	12	13	1	..	16	22	38
Tuxedo H. S. (Tuxedo Park) . . . . .	H.	½	2	17	11	..	3	1	14	18	32
Ulster F. A. (Rondout) . . . . .	H.	2	7	145	60	39	31	4	119	160	279
Unadilla H. S. . . . .	H.	½	3½	33	21	14	12	2	36	51	87
Unadilla Forks U. S. . . . .	J.	1	..	7	..	..	..	..	2	5	7
Union-Endicott H. S. (Union) . . . . .	H.	1	4½	45	45	25	7	..	53	64	122
Union Springs H. S. . . . .	H.	1	2	22	16	7	13	..	22	36	58

α H.=high school; S.=senior; M.=middle and J.=junior.

(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
29	43	72	3	4	7	2			1 139	37	\$800	\$4	\$3 955 57
52	55	107	6	6	12	2	3		500		2 600	331	11 364 58
									559	16	50		232 ..
17	25	42	2	6	8				760	60	417	54	1 686 58
15	21	36	1	2	3				1 100		775		5 389 75
6	17	23							372	27	270	76	1 844 74
9	22	31		3	4	1		1	575	16	500	30	1 951 42
40	52	92	5	7	12	3	3		1 750		900	289	12 562 08
39	50	89	4	5	9	8			1 267		550	151	6 834 84
12	17	29	1	3	4	1			838	18	448		2 804 95
19	30	49	2	2	4	3	1		900	50	650	13	2 585 05
33	42	75	2	10	12		1		436	80	760	55	3 717 79
50	65	115	7	11	18	2		2	1 569	23	917	165	6 654 36
6	8	14	1	2	3				435	23	415		1 709 75
2	6	8							150		100		833 30
3	5	8							700	60	200	5	1 177 42
35	55	90	5	11	16	2	1		2 940	40	700	76	5 728 59
14	22	36	4	1	5	1			1 718		325		2 361 ..
4	13	17							296		364		1 173 27
4	16	20				1			870		675		2 738 44
4	10	14	1	2	3				815	27	255		1 046 81
1 946	1 946	146	3	9	12	34		16	2 663	963	25 000	561	218 414 52
34	57	91	3	9	12	4		2	715	64	550		7 196 23
525	538	1 263	79	113	192	84	3	25	7 101	210	17 868	519	76 294 05
256	250	506	6	16	22	1			805	72	2 900	407	28 667 80
5	8	13							259		100		1 840 44
20	23	43				4			1 012		500	12	4 873 78
389	389	32	32		32	1	1	4	1 037	208	30 604	954	45 417 22
26	44	70	3	9	12	1	2	1	446	89	825	150	4 775 76
14	18	32	2	7	9		1		460	3	656	49	2 616 30
15	15	30							522		300		986 34
39	76	115	1	9	10	4	4	1	844	124	275	14	10 357 08
	7	7							200		175		526 34
7	11	18	1	1	2			1	270	10	475	60	2 133 46
4	8	12		1	1		1		155	35	264	12	1 789 08
91	117	208	11	13	24	3	2	2	5 786	270	900	100	14 045 01
5	9	14							226	94	100	75	1 318 55
11	16	27							400		355		1 044 99
250	275	525	28	47	75	18	4	7	1 989	28	5 350	169	52 315 71
38	52	90	4	9	13	6	2		1 207	45	500		3 917 03
3	11	14							220		300	29	1 300 17
5	24	29	2	4	6	3	2	2	1 145	70	740	60	3 480 ..
21	31	52	2	10	12	3		1	1 710	120	600	50	4 408 30
14	17	31							425		225	30	1 480 12
11	16	27		3	3	1	1		546	25	445		3 267 06
90	131	221	14	15	29	3	3		636	115	2 943	231	9 866 69
29	38	67	2	5	7	4	5	10	2 567	40	1 333		5 397 51
1	5	6							243	10	133	5	730 65
42	45	87	2	5	7	3		2	1 099	22	800	20	7 479 89
16	29	45	2	5	7				759		1 400		2 567 08

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Utica F. A.	H	16	27	286	353	222	134	31	468	558	1 026
Valatie H. S.	H	1	1½	17	10	4	10		16	25	41
Valley Falls H. S.	H	2	2½	12	18	3	6		15	24	39
Van Etten U. S.	S	1	1	11	5	6	5		13	14	27
Vernon H. S.	H	1	2½	21	10	11	13	4	27	32	59
Verona H. S.	H	1	1½	11	9	5	6		12	19	31
Victor H. S.	H	1	3	30	31	15	6		32	50	82
Waddington H. S.	H	1	1½	26	17	18	7		26	42	68
Wadleigh H. S. (New York)	H	10	114	2 088	867	497	379		3 831	3 831	
Walden H. S.	H	2	4	34	19	19	11	1	32	52	84
Wallkill U. S.	J	2	2	13	4				4	13	17
Walton H. S.	H	1½	9	100	62	55	27	25	96	173	269
Walworth H. S.	H	1	1	4	5	6	2		9	8	17
Wappingers Falls U. S.	J	1	1	14	13	9			16	20	36
Warner H. S.	H	2	2	12	11	9	6		12	26	38
Warrensburg H. S.	H	2	2½	20	24	14	11	5	22	52	74
Warsaw H. S.	H	1½	3	74	48	16	12	8	60	89	153
Warwick Inst.	H	1	4½	38	38	26	21	5	61	67	128
Washington A. (Salem)	H	2	2½	33	19	19	5	3	32	47	79
Washington Irving H. S. (New York)	H	22	132	2 767	1 521	1 397	439		6 124	6 124	
Washington Irving H. S. (Tarrytown)	H	2½	5½	49	38	16	23	4	48	82	130
Washingtonville U. S.	S	1	1	22	15	13			19	31	50
Waterford H. S.	H	1	3½	45	23	15	9		46	46	92
Waterloo H. S.	H	1½	6	70	37	27	22	1	54	103	157
Waterport U. S.	S	1	1	13	8	3	4	1	17	12	29
Watertown H. S.	H	3	20	339	173	111	69		286	406	692
Waterville H. S.	H	2	3	23	20	18	13	2	18	63	81
Watervliet H. S.	H	2	8	84	79	47	39		101	148	249
Watkins H. S.	H	1½	3	61	29	29	20	4	48	95	143
Waverly H. S.	H	2	6	64	66	29	23	20	64	138	202
Waverly H. S. of Tuckahoe	H	2	2½	48	32	10	3		34	59	93
Wayland H. S.	H	1	3	34	34	18	8	4	50	48	98
Webster H. S.	H	2	4	40	44	17	10	14	61	64	125
Weedsport H. S.	H	1½	2	18	34	13	7		21	51	72
Wells H. S.	H	1½	1	14	7	4	8		13	20	33
Wellsburg U. S.	J		2	11					5	6	11
Wellsville H. S.	H	3	8	61	44	48	15	18	69	117	186
West Carthage H. S.	H	1	3	19	11	15	5		23	27	50
West Chazy U. S.	J	1	1	8	9				7	10	17
West Hampton Beach H. S.	H	1	2	20	17	8			19	26	45
West Hebron U. S.	S	1	1	25	14	21			19	41	60
West Valley U. S.	S	1	1	16	3	6			13	12	25
West Winfield H. S.	H	2	3½	24	22	13	14	3	33	43	76
Westbury U. S.	J	2	1	3	11	3			7	10	17
Westfield A. and U. S.	H	2½	5	133	65	45	36	2	134	147	281
Westmoreland U. S.	S	1	1	19	9	2	1		14	17	31
Westport H. S.	H	1	2	15	15	19	4		23	30	53
White Plains H. S.	H	8	12	165	94	64	39	7	170	199	369
Whitehall H. S.	H	2½	4½	30	31	16	7		32	52	84
Whitesboro H. S.	H	2	3	30	7	4	5		21	25	46

α H = high school; S = senior; M = middle and J = junior.



(continued)

academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
382	464	846	41	91	132	25	10	5	3 280	18	\$6 000	\$539	\$57 024 76
13	17	30	3	5	8		2		1 000	13	545	40	2 395 69
13	20	33		6	6				415	55	502	47	2 881 67
10	10	20	2	4	6				153	8	300		1 821 91
25	24	49	3	8	11	3	3	1	959	78	900	90	2 900 17
10	14	24	1	5	6				605	22	400	37	1 850 98
26	41	67	3	3	6	3	4	1	1 034	100	627	22	4 294 90
16	32	48	4	2	6		1	1	450		500		2 128 05
22	2 614	2 614	278	278	278	19	15	137	6 454	375	76 831	401	290 002 97
22	41	63	2	7	9	1	2		1 515	63	700	178	5 736 54
4	11	15							118	22	19		1 339 25
83	139	222	9	14	23	8	9	8	2 329	93	1 550	10	11 200 97
8	7	15	1	1	2				500	98	250	38	1 552 30
12	15	27							404	94	325	102	3 071 88
8	22	30	1	2	3	1			2 132		500		2 193 62
19	40	59	4	5	9	4	4	1	807	13	945	100	3 947 43
59	75	134	4	8	12	6	4	2	800		2 030	10	4 970 05
54	53	112	17	4	21	7	5		1 350	100	1 180	298	7 598 64
21	42	63	1	4	5	7	5		322	25	216		3 890 08
3 798	3 798	3 798	500	500	500	7		110	4 163	677	12 897	171	692 477 52
40	68	108	6	17	23	3	4	9	2 400	150	5 321		15 640
15	24	39							202	20	370	53	1 630 25
41	41	82	7	1	8	1	2		700	30	500	45	5 835
45	91	136	5	11	16	8	4		595	2	2 625	32	11 649 32
15	8	23	4	4	8				830	40	425		1 534 14
205	323	528	15	46	61	14	2	9	9 750	620	4 000	723	23 183 44
12	49	61	1	11	12	1	5		515	6	592	34	5 045 17
83	129	212	9	23	37	3	5	6	1 563	9	1 750		13 425 55
36	78	114	4	7	11		2	3	670	25	1 080	20	5 815 80
49	110	153	5	23	28	4	2	2	3 817	10	2 351	100	8 555 13
23	42	70	1	2	3	1	1	1	362	98	1 376	700	9 444 72
33	38	71	4	4	8		2		894	182	550	90	5 262 67
46	52	98	5	5	10	2	2		911	26	701	11	4 281 09
15	41	56		7	7	2			1 230	67	950	20	3 875 66
12	16	23	5	3	8				416	88	254	14	2 085 10
3	5	8							264	59	242	47	430 56
57	99	156	4	10	14	2		3	1 000	30	3 000	1 000	14 724
20	22	42	3	2	5	5			370	135	366	6	3 903 76
4	8	12							150	23	175	145	1 509 70
13	21	34							596		650	20	3 923 66
14	35	49						1	350		209		1 760 50
10	10	20					1	4	319	31	300	3	2 155 91
23	34	57	3	11	14	4			1 635		520		3 890 65
5	7	12							441	20	150		3 275 26
106	125	231	16	20	36	4	3	5	2 509	76	2 785	300	12 196 59
9	12	21							563	1	235	24	1 590 43
17	22	39	2	2	4	2		1	300	25	130	21	2 955
123	152	275	12	22	34	3	5	7	2 624		5 537	318	51 840 21
25	44	69	3	4	7				489	70	990	52	5 753 84
18	21	39	1	4	5		2		300	29	450	40	2 821 22

TABLE 12  
Important statistics for each  
ACADEMIC DEPARTMENTS

SCHOOL	Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Whitesville U. S.	S.	1	1	14	8	4	....	2	9	19	28
Whitneys Point H. S.	H.	1	3	22	16	25	6	1	30	40	70
Williamson H. S.	H.	1	2	17	19	11	6		24	29	53
Williamsville H. S. . . . .	H.	2	2	13	17	8	6		18	26	44
Willsboro H. S. . . . .	H.	1	1½	8	10	10	5		17	16	33
Wilsonian A. (Angelica) . . . .	H.	1	3	27	22	14	12		28	47	75
Wilson H. S.	H.	1	2	56	32	16	12		30	86	116
Windham H. S. . . . .	H.	1	1½	18	15	12	5	....	21	29	50
Windsor H. S. . . . .	H.	1	2½	23	11	10	7		19	37	56
Woodhull H. S. . . . .	H.	1	1	10	6	3	6	...	7	18	25
Woodmere U. S.	S.	½	3½	16	11	2	1	...	17	13	30
Worcester H. S.	H.	1	2	15	15	19	9	1	23	36	59
Yates H. S. (Chittenango) . . . .	H.	½	2	23	11	7	4		15	30	45
Yonkers H. S.	H.	16	29	662	296	220	103	5	572	714	1,286
Youngstown U. S. . . . .	M.		1	6	6	..	....		6	6	12
College of the City of N. Y., acad. dep't . . . .	H.	110		1 345	789	579	206	...	2 919	..	2 919
N. Y. Institution for the Blind . . . .	S.	1	1		2	..	..	2	3	1	4
N. Y. State Normal College, h. s. dep't, Albany . . . .	H.	1	5	91	68	33	26	17	80	155	235
N. Y. State School for the Blind, Batavia . . . .	H.	2	3	9	10	9	7		20	15	35
Normal College of the City of N. Y., h. s. dep't.	H.		64	609	372	247	266	....		1 494	1 494
Total. . . . .	....	1 866	3 312	61 210	35 679	22 003	14 811	1 238	60 992	73 949	134 941

a H.=high school; S.=senior; M.=middle and J.=junior.

(continued)  
academic department  
OF PUBLIC SCHOOLS

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
8	15	23	.	..	.	.	5	..	200	20	\$270	\$9	\$1 533 57
25	37	62	3	3	6	.	1	..	853	20	400	23	3 489 99
20	25	45	2	4	6	2	1	1	780	50	400	..	2 561 06
14	22	36	2	3	5	..	3	1	673	43	1 050	109	2 583 84
13	13	26	2	3	5	1	..	..	1 350	21	495	..	2 372 06
20	38	58	3	8	11	..	..	3	450	41	600	32	3 759 88
20	61	81	..	12	12	..	..	6	2 100	60	600	20	3 394 04
18	24	42	1	4	5	..	..	..	420	20	550	..	1 704 61
15	26	41	1	3	4	..	..	..	771	15	755	209	2 764 30
4	14	18	1	3	4	..	1	..	500	..	255	..	882 50
11	9	20	1	4	5	1	1	..	365	39	450	..	6 578 60
16	31	47	2	7	9	..	2	..	909	10	500	..	2 547 27
11	25	36	2	1	3	3	..	..	1 400	..	450	29	2 525 68
461	563	1 024	49	57	106	40	10	15	2 218	50	20 243	424	96 265 50
6	6	12	..	..	..	..	..	..	600	..	250	..	1 026 51
2 376	..	2 376	347	..	347	..	..	..	..	..	..	..	228 687 30
2	1	3	..	..	..	..	..	..	1 240	..	1 985	..	12 135 49
67	138	205	4	10	14	1	6	1	1 076	..	3 836	..	18 201 60
20	15	35	1	..	1	..	..	1	1 948	127	4 870	..	9 431 51
..	1 042	1 042	..	169	169	169	..	..	7 604	425	1 833	..	117 537 68
44 293	54 211	98 504	4 779	7 378	12 157	2 663	992	2 205	809 842	41 077	\$1 007 384	\$52 706	\$9569 177 11



## EXHIBIT D

### PRIVATE ACADEMIES

- Table 1 Buildings, property, library and teachers
- Table 2 Registration and attendance of pupils
- Table 3 Financial statement showing receipts
- Table 4 Financial statement showing expenditures
- Table 5 Important statistics for each academic department

TABLE I  
Buildings, property, library and teachers  
PRIVATE ACADEMIES

COUNTIES	BUILDINGS				PROPERTY							LIBRARY		TEACHERS			Days in session
	No. of buildings used for school purposes	No. of buildings used for dormitories and boarding halls	No. of buildings used for other purposes	Total number of buildings	Value of sites	Value of school buildings and furniture	Value of apparatus	Value of library	Value of all other property	Debts	Net property	Number of volumes in library	Number of volumes added during the year	Number of teachers	College graduates	Holding public school licenses	
Albany co.																	
Elementary . . . . .	21	1	1	22	\$111 562	\$518 307	\$7 283	\$4 726	\$54 128	\$5 787	\$690 219	7 285	196	109 <sup>2</sup>		6	192
Secondary . . . . .	17	1	1	18	147 383	442 108	20 379	23 088	72 961	2 096	703 833	15 948	556	61	16	11	192
Total . . . . .	22	1	1	23	258 945	960 415	27 662	27 814	127 089	7 883	1 394 052	23 233	752	170 <sup>2</sup>	16	17	192
Allegany co.																	
Elementary . . . . .	1	1	...	2	200	5 200	106	470	17 500	2 100	21 376	606	6	11		1	188
Secondary . . . . .	2	1	...	3	800	20 800	1 494	1 830	67 912	9 426	83 410	2 394	27	9	6	2	188
Total . . . . .	2	1	...	3	1 000	26 000	1 600	2 300	85 412	11 526	104 786	3 000	33	10 <sup>1</sup>	6	3	188
Broome co.																	
Elementary . . . . .	...	...	...	a	8 280	...	...	...	...	...	8 280 a.	...	...	3 <sup>1</sup>		1	190
Secondary . . . . .	...	...	...	...	4 970	...	...	...	...	...	4 970	...	...	3		2	193
Total . . . . .	...	...	...	...	13 250	...	...	...	...	...	13 250	...	...	6 <sup>1</sup>		3	193
Cattaraugus co.																	
Elementary . . . . .	4	2	...	4	9 500	52 666	578	2 083	13 986	...	78 813	1 885	637	11 <sup>2</sup>		2	188
Secondary . . . . .	4	4	...	6	19 500	112 134	4 695	8 785	59 305	...	204 419	10 417	140	21 <sup>2</sup>	15	8	193
Total . . . . .	5	4	...	7	29 000	164 800	5 273	10 868	73 291	...	283 232	12 302	777	33 <sup>1</sup>	15	10	193
Cayuga co.																	
Elementary . . . . .	2	1	2	5	583	9 767	345	483	12 100	1 000	11 183	563	5	2 <sup>1</sup>			186
Secondary . . . . .	3	3	2	6	4 667	42 533	2 695	3 600	12 100	1 000	64 596	3 479	76	12 <sup>1</sup>	13	1	177
Total . . . . .	3	3	2	6	5 250	52 300	3 040	4 083	12 100	1 000	75 778	4 042	81	15 <sup>1</sup>	13	1	177



TABLE I (continued)  
Buildings, property, library and teachers  
PRIVATE ACADEMIES

COUNTIES	BUILDINGS			PROPERTY										LIBRARY		TEACHERS		
	No. of buildings used for school purposes	No. of buildings used for dormitories and boarding halls	No. of buildings used for other purposes	Total number of buildings	Value of sites	Value of school buildings and furniture	Value of apparatus	Value of library	Value of all other property	Debts	Net property	Number of volumes in library	Number of volumes added during the year	Number of teachers	College graduates	Holding public school licenses	Days in session	
Jefferson co.																		
Elementary	2	2	1	5	\$11 000	\$40 250	\$830	\$291	\$105	\$1 500	\$51 026	987	70	54	..	3	198	
Secondary	3	2	1	6	11 000	53 960	2 224	2 644	715	1 500	69 053	4 040	132	5	1	6	198	
Total	3	2	1	6	22 000	94 210	3 114	2 935	820	3 000	120 079	5 027	202	104	1	9	198	
Lewis co.																		
Elementary	1	..	..	1	1 200	2 650	202	135	..	..	4 187	262	2	3	..	2	105	
Secondary	2	..	..	2	6 800	38 758	2 935	2 040	29 128	11 000	68 661	5 034	162	14	2	1	195	
Total	2	..	..	2	8 000	41 408	3 137	2 175	29 128	11 000	72 848	5 296	164	44	2	3	195	
Livingston co.																		
Elementary	1	3	2	6	950	7 078	..	..	8 539	300	16 267	..	..	1	..	..	100	
Secondary	1	3	2	6	8 850	100 000	3 000	2 000	76 854	2 700	188 004	3 000	100	10	7	..	100	
Total	1	3	2	6	9 800	107 078	3 000	2 000	85 393	3 000	204 271	3 000	100	11	7	..	190	
Madison co.																		
Elementary	5	..	..	5	19 800	154 053	8 484	2 800	112 108	..	297 245	6 545	75	1	..	..	187	
Secondary	5	4	..	9	19 800	154 053	8 484	2 800	112 108	..	297 245	6 545	75	11	15	..	187	
Total	10	4	..	14	39 600	308 106	8 484	2 800	224 216	..	297 245	13 090	150	12	15	..	374	
Monroe co.																		
Elementary	6	1	2	9	90 400	307 776	23 612	4 315	254 892	12 167	668 828	4 700	471	204	..	2	188	
Secondary	7	2	2	11	71 100	141 400	14 000	9 670	103 752	3 230	336 053	7 573	373	204	..	7	183	
Total	13	3	4	20	161 500	449 176	37 612	13 985	358 644	15 400	1 005 811	12 333	844	398	13	9	371	







[illegible]

TABLE  
Registration and  
PRIVATE

COUNTIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany co.												
Elementary.....	2 643	2 696	5 339	14	19	33	.....	13	13	.....	.....	.....
Secondary.....	318	525	843	1	3	4	6	159	145	.....	.....	.....
Total.....	2 961	3 221	6 182	15	22	37	6	159	153	.....	.....	.....
Allegany co.												
Elementary.....	11	10	21	.....	.....	.....	1	4	5	.....	.....	.....
Secondary.....	22	27	49	.....	.....	.....	41	35	76	.....	.....	.....
Total.....	33	37	70	.....	.....	.....	42	39	81	.....	.....	.....
Broome co.												
Elementary.....	63	158	221	4	4	8	.....	.....	.....	.....	.....	.....
Secondary.....	19	33	52	3	3	6	1	4	5	.....	.....	.....
Total.....	82	191	273	7	7	14	1	4	5	.....	.....	.....
Cattaraugus co.												
Elementary.....	153	135	343	.....	.....	.....	1	.....	1	.....	.....	.....
Secondary.....	145	62	207	.....	.....	.....	27	22	49	.....	.....	.....
Total.....	303	247	550	.....	.....	.....	28	22	50	.....	.....	.....
Cayuga co.												
Elementary.....	23	13	36	.....	.....	.....	2	.....	2	.....	.....	.....
Secondary.....	43	49	92	.....	.....	.....	17	26	43	.....	.....	.....
Total.....	66	62	128	.....	.....	.....	19	26	45	.....	.....	.....
Chautauqua co.												
Elementary.....	225	230	455	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	44	54	98	.....	.....	.....	.....	1	1	.....	.....	.....
Total.....	269	284	553	.....	.....	.....	.....	1	1	.....	.....	.....
Clinton co.												
Elementary.....	262	562	824	.....	.....	.....	.....	2	2	.....	.....	.....
Secondary.....	9	53	62	.....	1	1	.....	16	16	.....	.....	.....
Total.....	271	615	886	.....	1	1	.....	18	18	.....	.....	.....
Columbia co.												
Elementary.....	164	165	329	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	9	23	32	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	173	188	361	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dutchess co.												
Elementary.....	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	101	.....	101	6	.....	6	28	.....	28	.....	.....	.....
Total.....	107	.....	107	6	.....	6	28	.....	28	.....	.....	.....
Erie co.												
Elementary.....	1 110	1 330	2 490	3	3	6	.....	.....	.....	.....	.....	.....
Secondary.....	752	665	1 417	5	8	13	75	71	146	.....	2	2
Total.....	1 862	2 045	3 907	8	11	19	75	71	146	.....	2	2
Essex co.												
Elementary.....	119	102	221	.....	.....	.....	3	1	4	.....	.....	.....
Secondary.....	17	71	88	.....	.....	.....	4	4	8	.....	.....	.....
Total.....	136	173	309	.....	.....	.....	7	5	12	.....	.....	.....
Franklin co.												
Elementary.....	247	302	549	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	11	53	64	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	258	355	613	.....	.....	.....	.....	.....	.....	.....	.....	.....
Genesee co.												
Elementary.....	99	124	223	1	1	2	.....	.....	.....	.....	.....	.....
Secondary.....	23	31	54	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	122	155	277	1	1	2	.....	.....	.....	.....	.....	.....

2

## attendance of pupils

## ACADEMIES

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 13 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS OVER 13 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 13 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 13 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
409 661	427 928	837 589	.....	2 518	2 518	2 187	2 283	4 470	.....	13	13
50 121	85 491	135 612	886	27 341	28 227	269	455	724	4	137	141
459 782	513 419	973 201	886	29 859	30 745	2 456	2 738	5 194	4	150	154
1 749	1 316	3 065	179	572	751	9	7	16	1	3	4
3 604	4 429	8 033	6 894	4 912	11 806	19	24	43	37	27	64
5 353	5 745	11 098	7 073	5 484	12 557	28	31	59	38	30	68
8 835	20 824	29 659	.....	.....	.....	47	110	157	.....	.....	.....
1 985	3 641	5 626	177	666	843	10	19	29	1	4	5
10 820	24 465	35 285	177	666	843	57	129	186	1	4	5
24 512	30 343	54 855	120	.....	120	135	166	301	1	.....	1
25 775	10 896	36 671	5 010	4 180	9 190	134	58	192	26	22	48
50 287	41 239	91 526	5 130	4 180	9 310	269	224	493	27	22	49
3 218	1 749	4 967	187	.....	187	18	10	28	1	.....	1
6 255	8 078	14 333	2 380	4 333	6 713	36	44	80	14	23	37
9 473	9 827	19 300	2 567	4 333	6 900	54	54	108	15	23	38
35 539	33 775	69 314	.....	.....	.....	187	178	365	.....	.....	.....
6 947	8 496	15 443	.....	175	175	37	44	81	.....	1	1
42 486	42 271	84 757	.....	175	175	224	222	446	.....	1	1
33 603	72 058	105 661	.....	322	322	177	381	558	.....	2	2
1 227	7 648	8 875	.....	2 426	2 426	7	41	48	.....	13	13
34 830	79 706	114 536	.....	2 748	2 748	184	422	606	.....	15	15
27 948	28 732	56 680	.....	.....	.....	146	150	296	.....	.....	.....
1 248	3 153	4 401	.....	.....	.....	7	17	24	.....	.....	.....
29 196	31 890	61 086	.....	.....	.....	153	167	320	.....	.....	.....
1 200	.....	1 200	.....	.....	.....	6	.....	6	.....	.....	.....
20 200	.....	20 200	5 656	.....	5 656	95	.....	95	27	.....	27
21 400	.....	21 400	5 656	.....	5 656	101	.....	101	27	.....	27
189 018	229 045	418 063	.....	.....	.....	997	1 200	2 197	.....	.....	.....
128 023	109 447	237 470	11 720	11 062	22 782	685	583	1 268	64	62	126
317 041	338 492	655 533	11 720	11 062	22 782	1 682	1 783	3 465	64	62	126
19 110	15 743	34 853	160	129	289	103	84	187	1	1	2
2 638	10 478	13 116	453	585	1 038	14	55	69	2	3	5
21 748	26 221	47 969	613	714	1 327	117	139	256	3	4	7
37 982	44 191	82 173	.....	.....	.....	200	233	433	.....	.....	.....
1 610	7 735	9 345	.....	.....	.....	9	40	49	.....	.....	.....
39 592	51 916	91 508	.....	.....	.....	209	273	482	.....	.....	.....
15 652	19 151	34 803	.....	.....	.....	85	104	189	.....	.....	.....
3 789	4 742	8 531	.....	.....	.....	20	26	46	.....	.....	.....
19 441	23 893	43 334	.....	.....	.....	105	130	235	.....	.....	.....

TABLE 2  
Registration and  
PRIVATE

COUNTIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Greene co.												
Elementary .....	109	132	241									
Secondary .....	10	18	28					4	4			
Total .....	119	150	269					4	4			
Herkimer co.												
Elementary ..	312	283	595									
Secondary .....	30	82	112					1	1			
Total .....	342	365	707					1	1			
Jefferson co.												
Elementary .....	119	125	244									
Secondary .....	25	44	69					3	3			
Total .....	144	169	313					2	3			
Lewis co.												
Elementary .....	61	58	119									
Secondary .....	2	13	15									
Total .....	63	71	134									
Livingston co.												
Elementary .....	8	6	14					4	4			
Secondary .....	38	40	78					53	37			
Total .....	46	46	92					57	41			
Madison co.												
Elementary .....	7		7					2				
Secondary .....	65	23	88					111	16			
Total .....	72	23	95					113	16			
Monroe co.												
Elementary .....	29	205	234					11	2			
Secondary .....	123	292	415					52	33			
Total .....	152	497	649					63	35			
Montgomery co.												
Elementary .....	321	287	608									
Secondary .....	40	45	85					2				
Total .....	361	332	693					2	2			
Nassau co.												
Elementary .....	26	24	50		2	2						
Secondary .....	15	25	40					1	1			
Total .....	41	49	90		2	2		1	1			
New York (Greater)												
Elementary .....	3 516	5 011	8 527	77	114	191	2	1	3			
Secondary .....	2 719	2 078	4 797	62	13	75	268	397	665	3	3	6
Total .....	6 235	7 089	13 324	139	127	266	270	398	668	3	3	6
Niagara co.												
Elementary ..	9	19	28									
Secondary .....	97	40	137					75	16			
Total .....	106	59	165					75	16			
Oneida co.												
Elementary .....	335	498	833									
Secondary .....	69	158	227					5	5			
Total .....	404	656	1 060					5	5			
Onondaga co.												
Elementary .....	1 357	1 295	2 652	12		12		7	7			
Secondary .....	313	150	463	6	1	7	103	14	117	1		1
Total .....	1 670	1 445	3 115	18	1	19	103	21	124	1		1

(continued)

## attendance of pupils

## ACADEMIES

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
14 861	20 864	35 725	.....	.....	.....	82	115	197	.....	.....	.....
1 594	2 970	4 564	.....	470	470	9	16	25	.....	3	3
16 455	23 834	40 289	.....	470	470	91	121	222	.....	3	3
47 347	48 997	96 344	.....	.....	.....	248	257	505	.....	.....	.....
3 912	11 798	15 710	.....	58	58	20	62	82	.....	.....	.....
51 259	60 795	112 054	.....	58	58	268	319	587	.....	.....	.....
20 096	19 258	39 354	.....	.....	.....	103	98	201	.....	.....	.....
4 370	7 013	11 383	.....	443	443	23	36	59	.....	2	2
24 466	26 271	50 737	.....	443	443	126	134	260	.....	2	2
8 898	8 287	17 185	.....	.....	.....	47	44	91	.....	.....	.....
357	1 981	2 338	.....	.....	.....	2	10	12	.....	.....	.....
9 255	10 268	19 523	.....	.....	.....	49	54	103	.....	.....	.....
1 190	815	2 005	410	710	1 120	6	4	10	2	4	6
6 375	6 200	12 575	8 137	5 025	13 162	34	34	68	44	27	71
7 565	7 015	14 580	8 547	5 735	14 282	40	38	78	46	31	77
1 039	.....	1 039	267	.....	267	6	.....	6	2	.....	2
10 579	3 538	14 117	17 542	2 524	20 066	58	19	77	97	13	110
11 618	3 538	15 156	17 809	2 524	20 333	64	19	83	99	13	112
3 487	34 023	37 515	1 064	379	1 443	19	181	200	6	2	8
19 611	47 854	67 465	8 849	5 726	14 575	110	254	364	49	36	79
23 098	81 882	104 980	9 913	6 105	16 018	129	435	564	55	32	87
57 610	51 840	109 450	.....	.....	.....	300	270	570	.....	.....	.....
6 720	7 488	14 208	370	.....	370	35	39	74	2	.....	2
64 330	59 328	123 658	370	.....	370	335	309	644	2	.....	2
4 046	3 549	7 595	.....	.....	.....	22	19	41	.....	.....	.....
2 259	4 329	6 588	.....	180	180	12	24	36	.....	1	1
6 305	7 878	14 183	.....	180	180	34	43	77	.....	1	1
560 772	800 701	1 361 473	199	73	272	3 054	4 324	7 378	1	.....	1
449 995	316 904	766 899	40 067	58 641	98 708	2 421	1 724	4 145	217	329	546
1 010 767	1 117 605	2 128 372	40 266	58 714	98 980	5 475	6 048	11 523	218	329	547
1 904	2 526	4 430	.....	.....	.....	10	13	23	.....	.....	.....
15 690	5 108	20 798	12 156	2 581	14 737	83	27	110	64	14	78
17 594	7 634	25 228	12 156	2 581	14 737	93	40	133	64	14	78
51 617	89 084	140 701	.....	.....	.....	262	452	714	.....	.....	.....
12 173	27 524	39 702	777	.....	777	62	139	201	4	.....	4
63 795	116 608	180 403	777	.....	777	324	591	915	4	.....	4
24 705	221 499	446 204	.....	900	900	1 230	1 210	2 440	.....	5	5
44 874	21 589	66 463	14 758	1 596	16 354	251	116	367	88	9	97
269 579	243 088	512 667	14 758	2 496	17 254	1 481	1 326	2 807	88	14	102

TABLE 2  
Registration and  
PRIVATE

COUNTIES	NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ontario co.												
Elementary.....	1	11	12	.....	.....	.....	.....	1	1	.....	.....	.....
Secondary.....	.....	5	5	.....	.....	.....	.....	3	3	.....	.....	.....
Total.....	1	16	17	.....	.....	.....	.....	4	4	.....	.....	.....
Orange co.												
Elementary.....	167	203	370	1	3	4	.....	.....	.....	.....	.....	.....
Secondary.....	100	132	232	.....	.....	.....	36	21	57	.....	.....	.....
Total.....	267	335	602	1	3	4	36	21	57	.....	.....	.....
Oswego co.												
Elementary.....	244	235	479	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	6	5	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	250	240	490	.....	.....	.....	.....	.....	.....	.....	.....	.....
Otsego co.												
Elementary.....	2	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	13	12	25	.....	.....	.....	10	8	18	.....	.....	.....
Total.....	15	16	31	.....	.....	.....	10	8	18	.....	.....	.....
Putnam co.												
Elementary.....	.....	16	16	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	.....	36	36	.....	.....	.....	.....	13	13	.....	.....	.....
Total.....	.....	52	52	.....	.....	.....	.....	13	13	.....	.....	.....
Rensselaer co.												
Elementary.....	2 013	1 974	3 987	2	.....	2	3	.....	3	.....	.....	.....
Secondary.....	319	385	704	.....	.....	.....	40	66	106	.....	.....	.....
Total.....	2 332	2 359	4 691	2	.....	2	43	66	109	.....	.....	.....
Rockland co.												
Elementary.....	108	103	211	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	8	8	16	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	116	111	227	.....	.....	.....	.....	.....	.....	.....	.....	.....
St Lawrence co.												
Elementary.....	245	264	509	.....	.....	.....	1	.....	1	.....	.....	.....
Secondary.....	53	75	128	.....	.....	.....	14	16	30	.....	.....	.....
Total.....	298	339	637	.....	.....	.....	15	16	31	.....	.....	.....
Saratoga co.												
Elementary.....	.....	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	.....	12	12	.....	1	1	.....	3	3	.....	.....	.....
Total.....	.....	20	20	.....	1	1	.....	3	3	.....	.....	.....
Schenectady co.												
Elementary.....	439	433	872	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	22	40	62	.....	.....	.....	7	6	13	.....	.....	.....
Total.....	461	473	934	.....	.....	.....	7	6	13	.....	.....	.....
Schuyler co.												
Elementary.....	10	7	17	.....	.....	.....	4	.....	4	.....	.....	.....
Secondary.....	28	23	51	.....	.....	.....	27	10	37	.....	.....	.....
Total.....	38	30	68	.....	.....	.....	31	10	41	.....	.....	.....
Steuben co.												
Elementary.....	246	228	474	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary.....	13	10	23	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	259	238	497	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suffolk co.												
Elementary.....	.....	148	148	.....	4	4	.....	8	8	.....	.....	.....
Secondary.....	.....	82	82	.....	.....	.....	.....	39	39	.....	.....	.....
Total.....	.....	230	230	.....	4	4	.....	47	47	.....	.....	.....



(continued)

## attendance of pupils

## ACADEMIES

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
156	1 746	1 902	.....	132	132	1	10	11	.....	1	1
.....	827	827	.....	526	526	.....	5	5	.....	3	3
156	2 573	2 729	.....	658	658	1	15	16	.....	4	4
25 550	30 769	56 319	.....	.....	.....	138	166	304	.....	.....	.....
15 815	21 339	37 154	6 195	3 721	9 916	88	117	205	35	20	55
41 865	52 108	93 473	6 195	3 721	9 916	226	283	509	35	20	55
41 658	39 864	81 522	.....	.....	.....	222	212	434	.....	.....	.....
1 106	928	2 034	.....	.....	.....	6	5	11	.....	.....	.....
42 764	40 792	83 556	.....	.....	.....	228	217	445	.....	.....	.....
201	267	468	.....	.....	.....	1	2	3	.....	.....	.....
2 102	1 760	3 862	1 453	1 375	2 828	12	10	22	8	8	16
2 303	2 027	4 330	1 453	1 375	2 828	13	12	25	8	8	16
.....	2 790	2 790	.....	.....	.....	.....	16	16	.....	.....	.....
.....	6 160	6 160	.....	2 215	2 215	.....	35	35	.....	13	13
.....	8 950	8 950	.....	2 215	2 215	.....	51	51	.....	13	13
325 382	318 164	643 546	466	.....	466	1 725	1 699	3 424	2	.....	2
49 518	58 815	108 323	5 462	10 200	15 662	265	326	591	30	61	91
374 895	376 979	751 874	5 928	10 200	16 128	1 990	2 025	4 015	32	61	93
16 889	16 013	32 902	.....	.....	.....	89	84	173	.....	.....	.....
1 015	1 013	2 028	.....	.....	.....	5	5	10	.....	.....	.....
17 904	17 026	34 930	.....	.....	.....	94	89	183	.....	.....	.....
37 211	38 481	75 692	25	.....	25	204	209	413	.....	.....	.....
8 353	11 067	19 420	1 912	2 535	4 447	46	60	106	10	13	23
45 564	49 548	95 112	1 937	2 535	4 472	250	269	519	10	13	23
.....	960	960	.....	.....	.....	.....	6	6	.....	.....	.....
.....	1 426	1 426	.....	233	233	.....	9	9	.....	1	1
.....	2 386	2 386	.....	233	233	.....	15	15	.....	1	1
62 880	66 185	129 065	.....	.....	.....	327	344	671	.....	.....	.....
3 553	6 441	10 024	1 351	507	1 858	18	34	52	7	3	10
66 463	72 626	139 089	1 351	507	1 858	345	378	723	7	3	10
1 361	546	1 907	629	.....	629	7	3	10	3	.....	3
4 518	4 137	8 655	4 212	1 540	5 752	24	22	46	23	8	31
5 879	4 683	10 562	4 841	1 540	6 381	31	25	56	26	8	34
39 642	37 339	76 981	.....	.....	.....	212	200	412	.....	.....	.....
2 137	1 718	3 855	.....	.....	.....	11	9	20	.....	.....	.....
41 779	39 057	80 836	.....	.....	.....	223	209	432	.....	.....	.....
.....	23 573	23 573	.....	1 246	1 246	.....	132	132	.....	7	7
.....	13 384	13 384	.....	6 498	6 498	.....	75	75	.....	36	36
.....	36 957	36 957	.....	7 744	7 744	.....	207	207	.....	43	43

TABLE 2  
Registration and  
PRIVATE

COUNTIES	NUMBER OF PUPILS OVER 5 AND UNDER 13 YEARS OF AGE WHO HAVE BEEN REG- ISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 5 AND UNDER 18 YEARS OF AGE PREVIOUSLY REGIS- TERED IN OTHER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			NUMBER OF PUPILS OVER 18 YEARS OF AGE WHO HAVE BEEN REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE PREVIOUSLY REGISTERED IN OTH- ER SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tompkins co.												
Elementary.....	22		22				60		60			
Secondary.....	22		22				60		60			
Total.....	22		22				60		60			
Warren co.												
Elementary.....	445	475	920				10	16	26			
Secondary.....	90	113	203				10	16	26			
Total.....	535	588	1 123				10	16	26			
Westchester co.												
Elementary.....	231	183	414	7	8	15	33	29	62			
Secondary.....	226	290	516	3		3	33	29	62			
Total.....	457	473	930	10	8	18	33	29	62			
Wyoming co.												
Elementary.....	26	16	42									
Secondary.....	5	9	14									
Total.....	31	25	56									
Yates co.												
Elementary.....	12	8	20				2	2	4			
Secondary.....	31	28	59				36	21	57	1		1
Total.....	43	36	79				38	23	61	1		1
Total, elementary..	15 528	18 186	33 714	121	158	279	36	45	81			
Total, secondary...	5 995	5 919	11 914	86	30	116	1 141	1 091	2 232	5	5	10
Total, academic....	21 523	24 105	45 628	207	188	395	1 177	1 136	2 313	5	5	10

(concluded)  
attendance of pupils  
ACADEMIES

AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3 057		3 057	8 478		8 478	18		18	50		50
3 057		3 057	8 478		8 478	18		18	50		50
66 327	68 969	135 296				343	356	699			
13 436	15 788	29 224	1 264	2 038	3 302	69	82	151	6	10	16
79 763	84 757	164 520	1 264	2 038	3 302	412	438	850	6	10	16
29 133	26 597	55 730				157	148	305			
32 954	41 669	74 623	5 654	4 097	9 751	173	265	438	30	26	56
62 087	68 266	130 353	5 654	4 097	9 751	330	413	743	30	26	56
3 907	2 521	6 428				21	14	35			
824	1 393	2 217				5	8	13			
4 731	3 914	8 645				26	22	48			
1 525	864	2 389	194	145	339	8	5	13	1	1	2
4 241	4 259	8 500	3 997	2 787	6 784	22	22	44	21	15	36
5 766	5 123	10 889	4 191	2 932	7 123	30	27	57	22	16	38
2 457 421	2 901 951	5 359 372	3 900	7 126	11 026	13 141	15 499	28 640	21	39	60
974 590	920 649	1 895 239	175 810	171 196	347 006	5 224	4 995	10 219	960	937	1 897
3 432 011	3 822 600	7 254 611	179 710	178 322	358 032	18 365	20 494	38 859	981	976	1 957

TABLE 3  
Financial statement showing receipts  
PRIVATE ACADEMIES

COUNTIES	BALANCE ON HAND AUG. 1, 1911	STATE AID	TUITION FEES	ROOM RENT, BOARD AND OTHER RECEIPTS FROM STUDENTS	GIFTS AND BEQUESTS	RECEIVED FROM INVESTMENTS	ALL OTHER SOURCES	TOTAL
Albany.....	\$13 362 14	\$17 403 40	\$43 207 68	\$41 021 06	\$721 48	\$7 699 29	\$117 989 01	\$241 403 98
Allegany.....	996 12	99 25	4 168 68	1 598 71	4 271 47	1 955 84	132 30	12 222 37
Broome.....	138 36	01 28	1 100 ..	1 500 ..	15 ..	..	..	2 814 04
Cattaraugus.....	349 02	92 87	25 987 50	21 567 21	6 150 ..	500 ..	..	54 646 60
Cayuga.....	2 562 92	201 87	6 882 20	9 597 38	2 799 40	7 855 90	249 16	30 208 95
Chautauqua.....	..	135 18	..	90 ..	..	..	5 589 82	5 815 ..
Clinton.....	52 68	107 41	3 777 85	5 137 29	1 000 ..	..	2 846 77	12 922 ..
Columbia.....	50 61	42 25	195 840 ..	..	..	..	5 323 52	5 415 77
Dutchess.....	440 61	638 95	139 023 74	53 888 08	30 000 ..	..	10 000 ..	148 952 93
Erie.....	125 659 47	237 60	105 ..	0 750 00	10 910 90	6 600 55	50 923 56	387 045 85
Essex.....	..	84 89	2 290 ..	..	435 ..	3 000 ..	979 ..	11 671 86
Franklin.....	52 32	72 43	..	..	..	..	1 969 03	3 084 57
Genesee.....	..	318 67	5 ..	..	..	..	2 994 38	2 994 38
Greene.....	128 14	104 39	..	6 080 ..	1 800 ..	2 599 30	23 000 ..	23 946 79
Hempden.....	168 20	29 07	267 ..	..	..	900 ..	5 827 04	16 537 99
Jefferson.....	168 84	104 24	8 753 35	20 610 22	1 908 80	15 874 68	895 03	2 255 54
Livingston.....	105 43	105 43	13 711 37	8 993 05	..	12 453 94	12 150 03	65 080 32
Madison.....	2 048 02	..	63 275 34	18 169 90	22 202 84	5 775 ..	42 334 48	42 784 20
Monroe.....	19 861 96	1 262 88	..	..	..	51 074 24	1 630 ..	218 181 34
Montgomery.....	..	..	6 000 ..	15 525 20	..	..	5 600 ..	10 030 ..
Nassau.....	674 05	288 64	..	260 873 05	40 457 31	4 709 93	185 423 86	32 797 91
New York (Greater).....	101 456 45	18 691 45	815 239 36	19 106 54	1 280 25	120 394 97	5 062 02	1 651 327 39
Niagara.....	2 350 46	81 74	7 644 ..	10 140 54	..	12 747 92	..	48 282 93
Oneida.....	146 05	350 50	3 494 ..	..	65 ..	..	9 498 29	23 063 84
Onondaga.....	1 977 70	405 57	50 931 17	55 747 62	..	..	21 425 74	132 067 80
Ontario.....	..	..	1 450 ..	3 090 ..	..	..	5 500 ..	5 950 ..
Orange.....	4 212 74	151 10	43 164 50	100 697 25	1 955 46	..	8 888 03	159 007 68
Oswego.....	..	..	..	280 ..	..	..	5 830 ..	5 830 ..
Otsego.....	3 712 35	51 45	381 ..	..	1 625 ..	2 554 52	..	8 894 32
Putnam.....	..	..	..	23 884 ..	..	..	..	23 884 ..

Rensselaer.....	I 590 94	I 017 73	45 567 70	69 399 66	56 613 10	227 960 ..	35 170 96	437 329 09
Rockland.....	29 15	208 88	165 ..	3 018 88	50 ..	.....	3 140 85	5 170 ..
St Lawrence.....	11 64	.....	3 382 46	201 ..	I 079 81	.....	4 759 62	8 202 38
Saratoga.....	.....	.....	.....	.....	.....	.....	.....	5 609 91
Schenectady.....	2 41	90 28	3 939 89	6 672 94	837 07	.....	7 365 72	7 482 ..
Schuyler.....	.....	210 28	.....	.....	.....	I 604 ..	8 801 17	21 267 76
Steuben.....	.....	37 42	.....	.....	.....	.....	4 253 41	4 209 83
Suffolk.....	2 406 63	83 83	12 313 25	48 531 87	I 000 ..	.....	.....	56 435 58
Tompkins.....	8 91	.....	.....	48 580 94	.....	.....	11 257 13	59 056 08
Warren.....	67 22	378 87	2 066 80	48 50 ..	2 516 ..	.....	8 718 53	13 825 02
Westchester.....	19 780 53	295 10	151 486 55	53 434 54	33 705 94	.....	41 701 59	303 179 46
Wyoming.....	.....	.....	82 94	313 79	177 43	.....	1 545 80	1 839 68
Yates.....	5 745 40	494 86	4 853 93	14 150 44	5 130 92	.....	560 20	37 027 48
Total.....	\$417 023 93	\$43 960 42	\$1 570 571 64	\$930 391 73	\$228 694 66	\$487 868 28	\$673 488 46	\$4 351 999 12

TABLE 4  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	SALARIES				LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR BOARD OF TRUSTEES AND BUSINESS OFFICES	NEW EQUIPMENT (APPARATUS AND FURNITURE)
	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.				
		MEN	WOMEN					
Albany co. Elementary..... Secondary..... Total.....	\$3 440 .. 4 200 .. 7 640 ..	\$3 065 .. 1 145 .. 13 110 ..	\$24 955 83 19 541 37 44 497 20	\$4 154 83 2 724 89 6 879 72	\$310 60 921 42 1 232 02	\$1 596 95 1 455 41 3 052 36	..... ..... .....	\$3 623 89 3 282 18 0 905 98
Allegany co. Elementary..... Secondary..... Total.....	..... 800 .. 800 ..	83 33 2 906 67 2 990 ..	500 .. 2 152 40 2 652 40	45 .. 149 17 104 17	8 .. 25 .. 33 ..	48 .. 101 86 239 86	\$54 .. 214 33 268 33	2 .. 269 39 271 39
Broome co. Elementary..... Secondary..... Total.....	200 .. ..... 200 ..	..... ..... .....	800 .. 600 .. 1 400 ..	112 .. 56 .. 168 ..	25 .. 75 .. 100 ..	..... ..... .....	..... ..... .....	..... 10 50 10 50
Cattaraugus co. Elementary..... Secondary..... Total.....	500 .. 1 950 .. 2 450 ..	610 .. 8 620 .. 9 230 ..	1 500 .. 520 .. 2 020 ..	40 .. 2 610 .. 2 650 ..	26 .. 145 .. 171 ..	25 .. 1 051 .. 1 076 ..	..... 1 000 .. 1 000 ..	50 .. 1 683 24 1 733 24
Cayuga co. Elementary..... Secondary..... Total.....	400 .. 1 800 .. 2 200 ..	200 .. 3 335 .. 3 535 ..	799 .. 3 079 60 3 878 60	392 92 3 116 29 3 509 21	53 40 319 35 372 75	102 18 766 38 868 56	12 97 116 72 129 69	20 .. 164 46 184 46
Chautauqua co. Elementary..... Secondary..... Total.....	50 .. 200 .. 250 ..	..... ..... .....	2 100 .. 1 150 .. 3 250 ..	400 .. 200 .. 600 ..	30 .. 100 .. 130 ..	20 .. 50 .. 70 ..	..... ..... .....	..... 10 .. 10 ..
Clinton co. Elementary..... Secondary..... Total.....	100 .. 350 .. 450 ..	..... ..... .....	3 025 .. 925 .. 3 950 ..	620 .. 155 70 775 70	110 .. 191 35 301 35	113 .. 31 .. 144 ..	..... ..... .....	660 .. 163 54 823 54



TABLE 4 (continued)  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR BOARD OF TRUSTEES AND BUSINESS OFFICES	NEW EQUIPMENT (APPARATUS AND FURNITURE)
	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
		MEN	WOMEN						
Livingston co. Elementary..... Secondary..... Total.....	\$1 500 .. 1 500 ..	\$5 793 17 5 793 17	\$500 .. 5 875 40 6 375 40	\$90 .. 750 .. 840 ..	\$107 33 107 33	\$157 04 157 04	\$91 90 91 90	\$410 82 410 82	
Madison co. Elementary..... Secondary..... Total.....	5 100 .. 5 100 ..	14 191 59 14 191 59	4 486 88 4 486 88	1 808 95 1 808 95	158 73 158 73	200 .. 200 ..	100 .. 100 ..	125 .. 125 ..	
Monroe co. Elementary..... Secondary..... Total.....	2 850 .. 7 500 .. 10 350 ..	18 418 .. 13 559 05 31 977 05	21 535 .. 6 897 89 28 432 89	7 052 42 2 519 74 9 572 16	441 55 317 21 758 76	1 141 55 380 15 1 521 70	660 .. 160 87 820 87	7 005 65 2 132 56 9 138 21	
Montgomery co. Elementary..... Secondary..... Total.....	300 .. 300 ..	..... .....	2 450 .. 1 050 .. 3 500 ..	500 .. 250 .. 750 00	..... .....	..... .....	..... .....	..... 120 .. 120 ..	
Nassau co. Elementary..... Secondary..... Total.....	600 .. 1 200 .. 1 800 ..	231 25 1 130 25 1 387 50	747 50 2 590 .. 3 337 50	123 .. 242 .. 305 ..	43 90 131 70 175 00	372 30 739 26 1 111 56	..... .....	148 37 293 51 441 88	
New York (Greater) Elementary..... Secondary..... Total.....	21 671 67 27 788 33 49 460 ..	61 516 08 140 695 34 202 211 42	141 658 33 141 818 55 283 477 18	20 121 67 38 320 71 57 442 38	1 740 69 3 025 98 5 306 67	21 129 74 24 104 68 45 234 42	7 945 52 8 369 75 16 315 27	6 229 90 12 835 16 19 055 06	
Niagara co. Elementary..... Secondary..... Total.....	625 .. 625 .. 1 250 ..	720 .. 2 630 .. 3 350 ..	..... 110 .. 110 ..	2 179 93 2 799 98 4 979 91	..... 201 93 201 93	1 282 74 1 067 91 2 850 65	592 25 197 42 789 67	195 14 790 73 985 87	



Oneida co. Elementary.....	300 ..	I 970 ..	4 380 ..	880 ..	.....	247 60	.....	.....	140 ..
Secondary.....	500 ..	I 010 ..	3 850 ..	440 ..	50 ..	155 ..	.....	.....	176 ..
Total.....	800 ..	2 980 ..	8 230 ..	I 320 ..	50 ..	402 60	.....	.....	316 ..
Onondaga co. Elementary.....	5 50	700 ..	11 675 15	I 249 27	15 ..	370 32	153 73	.....	.....
Secondary.....	5 904 50	24 807 06	4 102 35	900 27	20 ..	018 01	.....	.....	269 09
Total.....	6 000 ..	25 507 06	15 777 50	2 149 54	35 ..	I 288 33	153 73	.....	269 09
Ontario co. Elementary.....	.....	.....	450 ..	175 ..	.....	2 50	.....	.....	140 ..
Secondary.....	650 ..	40 ..	I 300 ..	175 ..	10 ..	12 50	.....	.....	140 ..
Total.....	650 ..	40 ..	I 750 ..	350 ..	10 ..	15 ..	.....	.....	280 ..
Orange co. Elementary.....	350 ..	4 685 18	4 600 ..	2 300 24	40 70	566 89	3 911 49	.....	580 ..
Secondary.....	350 ..	17 755 55	3 636 ..	2 100 25	229 ..	026 41	5 934 48	.....	784 06
Total.....	700 ..	22 440 73	8 236 ..	4 400 49	269 70	I 193 30	9 845 97	.....	I 364 06
Oswego co. Elementary.....	.....	.....	3 915 ..	.....	.....	.....	.....	.....	.....
Secondary.....	435 ..	.....	435 ..	.....	.....	.....	.....	.....	.....
Total.....	.....	.....	4 350 ..	.....	.....	.....	.....	.....	.....
Otsego co. Elementary.....	.....	140 ..	160 ..	.....	.....	.....	.....	.....	.....
Secondary.....	820 ..	I 540 ..	440 ..	.....	25 ..	.....	151 ..	.....	.....
Total.....	820 ..	I 680 ..	600 ..	.....	25 ..	.....	151 ..	.....	.....
Putnam co. Elementary.....	100 ..	.....	900 ..	168 ..	.....	.....	.....	.....	.....
Secondary.....	900 ..	120 ..	3 675 ..	672 ..	.....	.....	.....	.....	.....
Total.....	I 000 ..	120 ..	4 575 ..	840 ..	.....	.....	.....	.....	.....
Rensselaer co. Elementary.....	I 275 ..	3 800 ..	19 895 ..	6 244 95	258 40	321 50	15 ..	461 15	.....
Secondary.....	4 769 83	4 810 ..	16 525 ..	6 741 30	I 101 ..	589 ..	24 ..	I 353 74	.....
Total.....	6 044 83	8 610 ..	36 420 ..	12 986 25	I 359 40	910 50	39 ..	I 814 89	.....
Rockland co. Elementary.....	.....	.....	I 880 ..	400 ..	25 ..	250 ..	.....	100 ..	.....
Secondary.....	420 ..	.....	200 ..	100 ..	25 ..	120 ..	.....	50 ..	.....
Total.....	420 ..	.....	2 080 ..	500 ..	50 ..	370 ..	.....	150 ..	.....
St Lawrence co. Elementary.....	.....	.....	I 750 ..	500 30	.....	.....	.....	.....	.....
Secondary.....	300 ..	300 ..	750 ..	343 05	.....	.....	.....	.....	.....
Total.....	300 ..	300 ..	2 500 ..	843 35	.....	.....	.....	.....	.....

TABLE 4 (continued)  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	SALARIES					LIBRARIES	TEXTBOOKS, STATIONERY AND SUPPLIES	FOR BOARD OF TRUSTEE AND BUSINESS OFFICES	NEW EQUIPMENT (APPARATUS AND FURNITURE)
	PRINCIPAL	TEACHERS		JANITORS, ENGINEERS ETC.					
		MEN	WOMEN						
Saratoga co. Elementary..... Secondary..... Total.....	..... ..... .....	..... ..... .....	\$269 12 538 24 807 36	\$269 16 400 .. 669 16	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
Schenectady co. Elementary..... Secondary..... Total.....	..... ..... .....	..... ..... .....	3 150 .. 850 .. 4 000 ..	..... 115 .. 115 ..	..... ..... .....	..... ..... .....	..... \$57 .. 57 ..	..... ..... .....	..... \$123 .. 123 ..
Schuyler co. Elementary..... Secondary..... Total.....	..... ..... .....	400 .. 2 475 .. 2 875 ..	..... 1 475 .. 1 475 ..	..... 500 .. 500 ..	..... ..... .....	..... \$261 03 261 03	..... 96 26 96 26	..... \$33 40 33 40	..... 30 06 30 06
Steuben co. Elementary..... Secondary..... Total.....	..... ..... .....	..... ..... .....	1 900 .. ..... 2 250 ..	..... ..... .....	..... ..... .....	..... ..... .....	463 50 51 50 515 ..	..... ..... .....	..... ..... .....
Suffolk co. Elementary..... Secondary..... Total.....	100 .. 100 .. 200 ..	425 .. 970 .. 1 395 ..	745 .. 1 212 .. 1 957 ..	4 800 .. 5 254 92 10 054 92	..... ..... .....	67 70 610 63 684 33	525 .. 555 25 1 080 25	..... ..... .....	1 560 .. 1 683 75 3 243 75
Tompkins co. Elementary..... Secondary..... Total.....	..... 2 500 .. 2 500 ..	..... 9 690 54 9 690 54	..... 750 .. 750 ..	..... 540 .. 540 ..	..... ..... .....	..... ..... .....	..... 368 11 368 11	..... 315 .. 315 ..	..... 24 28 24 28
Warren co. Elementary..... Secondary..... Total.....	333 33 666 67 1 000 ..	137 50 612 50 750 ..	4 800 .. 3 225 .. 8 025 ..	636 .. ..... 1 136 ..	..... ..... .....	18 .. 60 .. 78 ..	..... ..... .....	..... ..... .....	..... 350 40 350 40

[illegible]

TABLE 4 (continued)  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	REPAIRING, HIRING, AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	AMOUNT INVESTED	INDEBTEDNESS PAID		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Albany co. Elementary.....	\$7 434 26	\$1 200 ..	\$6 327 64	\$23 528 41	\$3 541 66	\$1 351 34	\$10 064 80	\$5 835 67	\$101 330 79
Secondary.....	10 743 70	3 850 ..	5 543 23	42 059 27	6 903 34	292 69	21 104 28	3 300 41	140 073 10
Total.....	18 177 96	5 050 ..	11 870 87	65 587 68	10 445 ..	1 644 03	31 169 08	9 142 08	241 403 98
Allegany co. Elementary.....	61 ..	.....	108 ..	212 ..	19 ..	77 ..	577 ..	198 ..	1 992 33
Secondary.....	244 35	.....	436 25	848 ..	70 ..	366 10	810 15	794 37	10 230 04
Total.....	305 35	.....	544 25	1 060 ..	89 ..	383 10	1 393 15	992 37	12 222 37
Broome co. Elementary.....	45 ..	.....	210 ..	.....	.....	.....	280 ..	46 14	1 658 14
Secondary.....	35 ..	.....	165 ..	.....	.....	.....	195 ..	20 ..	1 950 50
Total.....	80 ..	.....	375 ..	.....	.....	.....	475 ..	66 14	2 814 64
Cattaraugus co. Elementary.....	429 16	.....	3 137 23	.....	.....	.....	810 ..	25 ..	7 152 39
Secondary.....	3 622 04	.....	13 001 55	.....	.....	.....	12 167 ..	1 124 38	47 494 21
Total.....	4 051 20	.....	16 138 78	.....	.....	.....	12 977 ..	1 149 38	54 646 60
Cayuga co. Elementary.....	88 31	.....	247 50	.....	100 ..	9 ..	525 45	11 02	2 061 76
Secondary.....	639 83	.....	2 248 12	200 ..	900 ..	81 ..	7 810 40	2 670 04	27 247 10
Total.....	728 14	.....	2 495 62	200 ..	1 000 ..	90 ..	8 335 85	2 681 07	30 208 95
Chautauque co. Elementary.....	300 ..	.....	490 ..	.....	.....	300 ..	.....	.....	3 500 ..
Secondary.....	100 ..	.....	300 ..	.....	.....	15 ..	.....	.....	2 125 ..
Total.....	400 ..	.....	790 ..	.....	.....	315 ..	.....	.....	5 815 ..
Clinton co. Elementary.....	802 ..	.....	1 610 ..	.....	.....	560 ..	2 070 50	233 75	9 904 25
Secondary.....	180 41	.....	284 51	.....	.....	140 ..	542 93	53 31	3 017 75
Total.....	982 41	.....	1 894 51	.....	.....	700 ..	2 613 43	287 06	12 922 ..

[illegible]

TABLE 4 (continued)  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	REPAIRING, INSURING, AND IMPROVING SCHOOL- HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, SANITORS' SUPPLIES AND OTHER EX- PENSES OF OPERATION	AMOUNT INVESTED	INDEBTEDNESS PAID		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Livingston co. Elementary..... Secondary..... Total.....	\$400 .. 3 705 22 4 105 22	..... \$150 .. 150 ..	\$200 .. 1 600 57 1 890 57	..... \$15 900 .. 15 900 ..	..... ..... .....	..... \$954 31 954 31	\$1 900 .. 17 153 21 19 053 21	\$835 14 7 516 21 8 351 35	\$3 925 14 61 755 18 65 680 32
Madison co. Elementary..... Secondary..... Total.....	..... 2 460 12 2 460 12	..... ..... .....	..... 7 460 36 7 460 36	..... ..... .....	..... ..... .....	..... ..... .....	..... 4 794 13 4 794 13	..... 1 898 44 1 898 44	..... 42 784 20 42 784 20
Monroe co. Elementary..... Secondary..... Total.....	5 998 10 174 53 9 172 03	26 925 .. 5 000 07 31 925 07	7 670 .. 4 081 60 11 751 60	6 837 23 3 253 .. 10 090 23	\$299 65 599 29 898 94	6 771 33 41 10 6 812 43	17 337 .. 14 504 80 31 841 80	15 580 18 7 536 82 23 117 ..	146 522 66 71 058 08 218 181 34
Montgomery co. Elementary..... Secondary..... Total.....	400 .. 250 .. 650 ..	..... ..... .....	620 .. 340 .. 960 ..	..... ..... .....	1 000 .. 1 000 .. 2 000 ..	1 167 .. 583 .. 1 750 ..	..... ..... .....	..... ..... .....	6 137 .. 3 8 .. 10 030 ..
Nassau co. Elementary..... Secondary..... Total.....	100 .. 203 .. 300 ..	450 40 801 61 1 252 01	7 27 1 661 11 2 45 38	..... ..... .....	2 500 .. 4 600 .. 7 100 ..	75 .. 110 90 185 90	4 014 94 8 05 78 12 074 72	275 .. 539 85 814 86	10 471 93 22 325 98 32 797 91
New York (Greater) Elementary..... Secondary..... Total.....	40 042 29 63 202 48 103 244 7	1 867 .. 3 633 .. 5 500 ..	3 436 19 39 851 73 77 287 92	53 07 07 94 750 .. 147 829 07	30 02 86 33 993 85 64 021 71	37 722 44 31 450 37 69 172 81	128 860 76 223 955 31 352 825 07	64 7 6 70 78 346 94 143 083 64	684 794 91 960 732 48 1 651 527 39
Niagara co. Elementary..... Secondary..... Total.....	3 192 90 3 264 30 6 457 20	..... ..... .....	1 719 70 9 966 57 11 686 27	..... ..... .....	1 162 50 387 50 1 550 ..	324 57 2 914 89 3 239 46	4 162 14 4 754 95 8 916 19	611 09 303 69 1 914 78	16 768 06 31 513 97 48 282 03

Oneida co. Elementary Secondary Total	1 432 2 766 2 198 20	..... ..... .....	2 050 .. 1 475 .. 4 425 ..	..... ..... .....	300 .. 200 .. 500 ..	839 04 315 .. 1 180 ..	722 458 1 180 ..	110 .. 48 .. 148 ..	11 250 84 9 443 .. 23 693 84
Onondaga co. Elementary Secondary Total	1 937 44 7 14 0 9 085 39	..... ..... .....	3 412 93 2 728 13 6 141 06	..... ..... .....	26 75 20 75 53 50	81 00 2 544 07 3 362 97	233 96 60 391 38 60 624 04	417 75 1 222 24 1 639 99	21 016 .. 1 1 071 80 132 087 80
Ontario co. Elementary Secondary Total	12 .. 13 .. 25 ..	..... ..... .....	185 .. 185 .. 370 ..	..... ..... .....	..... ..... .....	262 50 262 50 525 ..	968 .. 967 .. 1 935 ..	..... ..... .....	2 195 .. 3 755 .. 5 9 0 ..
Orange co. Elementary Secondary Total	2 856 89 2 754 48 5 611 37	..... ..... .....	16 539 2 39 772 02 56 311 24	..... ..... .....	895 50 895 50 1 791 ..	3 425 31 7 711 15 11 136 46	15 787 37 16 187 38 31 974 75	1 855 14 1 03 47 3 792 61	58 303 93 100 673 73 159 067 68
Oswego co. Elementary Secondary Total	252 .. 28 .. 280 ..	..... ..... .....	1 080 .. 120 .. 1 20 ..	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	5 247 .. 563 .. 5 830 ..
Otsego co. Elementary Secondary Total	75 .. 75 ..	..... .....	1 748 75 1 748 75	..... .....	..... .....	..... .....	1 059 24 1 059 24	2 445 33 2 445 33	300 .. 8 304 32 8 504 32
Putnam co. Elementary Secondary Total	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	100 .. 400 .. 500 ..	3 369 .. 19 247 .. 10 849 ..	..... ..... .....	4 637 .. 23 884 ..
Rensselaer co. Elementary Secondary Total	4 363 61 3 180 46 7 544 07	..... ..... .....	4 578 72 7 525 30 12 104 02	71 384 .. 209 314 .. 280 698 ..	3 000 .. 1 100 .. 4 100 ..	718 93 260 52 988 45	14 966 02 42 046 17 57 912 19	1 705 10 4 092 30 5 792 49	132 987 38 304 341 71 437 329 09
Rockland co. Elementary Secondary Total	500 .. 500 .. 1 000 ..	..... ..... .....	500 .. 100 .. 600 ..	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	3 655 .. 1 515 .. 5 170 ..
St Lawrence co. Elementary Secondary Total	560 .. 360 .. 920 ..	..... ..... .....	1 948 86 1 123 07 3 071 93	..... ..... .....	..... ..... .....	100 .. 50 .. 150 ..	60 .. 57 10 117 10	..... ..... .....	4 010 16 3 283 22 8 293 38

TABLE 4 (concluded)  
Financial statement showing expenditures  
PRIVATE ACADEMIES

COUNTIES	REPAIRING, HIRING, INSURING AND IMPROVING SCHOOLS, HOUSES, SITES AND OUTBUILDINGS	NEW BUILDINGS AND SCHOOLHOUSE SITES	FUEL, WATER, LIGHT, POWER, JANITORS, SUPERVISORS OTHERS AND EXPENSES OF OPERATION	AMOUNT INVESTED	INDEBTEDNESS PAID		ALL OTHER INCIDENTAL EXPENSES	AMOUNT ON HAND JULY 31, 1912	TOTAL
					PRINCIPAL	INTEREST			
Saratoga co. Elementary..... Secondary..... Total.....	\$200 .. 300 .. 500 ..	\$250 .. 100 .. 350 ..	\$724 25 1 448 48 2 172 73	..... ..... .....	..... ..... .....	\$200 .. 250 .. 450 ..	\$106 10 302 38 588 57	\$60 .. 52 09 112 09	\$2 168 72 3 481 19 5 649 91
Schenectady co. Elementary..... Secondary..... Total.....	250 .. 50 .. 300 ..	..... ..... .....	1 000 .. ..... 1 000 ..	..... ..... .....	..... ..... .....	..... ..... .....	1 172 .. 295 .. 1 467 ..	..... ..... .....	5 572 .. 1 800 .. 7 462 ..
Schuyler co. Elementary..... Secondary..... Total.....	50 .. 320 92 370 92	..... ..... .....	127 57 1 400 .. 1 527 57	..... ..... .....	\$517 04 3 000 .. 3 517 04	35 06 400 .. 435 06	350 36 8 000 .. 8 350 36	..... 296 06 296 06	1 480 03 19 787 73 21 267 76
Steuben co. Elementary..... Secondary..... Total.....	450 75 50 08 500 83	..... ..... .....	922 50 102 50 1 025 ..	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	3 736 75 554 08 4 290 83
Suffolk co. Elementary..... Secondary..... Total.....	3 900 .. 4 600 40 8 500 40	..... ..... .....	10 215 .. 11 430 18 21 645 18	..... ..... .....	500 .. 1 000 .. 1 500 ..	1 000 .. 1 500 .. 2 500 ..	580 .. 976 98 1 556 98	750 .. 1 347 77 2 097 77	25 167 70 31 247 88 56 415 58
Tompkins co. Elementary..... Secondary..... Total.....	2 559 74 ..... 2 559 74	..... ..... .....	3 315 57 ..... 3 315 57	..... ..... .....	..... 200 .. 200 ..	..... 5 347 52 5 347 52	..... 34 120 65 34 120 65	..... 195 57 195 57	..... 59 926 98 59 926 98
Warren co. Elementary..... Secondary..... Total.....	..... 295 50 295 50	..... ..... .....	900 .. 830 .. 1 730 ..	..... ..... .....	..... ..... .....	..... ..... .....	153 67 307 35 461 02	..... ..... .....	6 978 50 6 847 42 11 825 92





TABLE  
Important statistics for each  
PRIVATE

ACADEMIES	b Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
A. M. Chesbrough Sem., N. Chh.	A.	2½	2½	6	14	9	6	8	20	23	43
A. of Mt St Ursula, Bedford Park	A.	4½	30	10	11	10	10	..	..	61	61
A. of Sacred Heart, Syracuse	A.	14	14	18	5	10	..	..	11	36	47
A. of St Joseph, Brentwood	A.	7½	24	19	14	14	1	..	..	72	72
A. of the Holy Names, Albany	A.	7	39	35	31	29	82	..	2	214	216
A. of the Holy Names of Rome	A.	5½	15	20	6	10	..	..	..	51	51
Adelphi A., Brooklyn	A.	8½	4½	51	72	49	48	2	84	138	222
Albany A.	A.	6½	24	16	16	12	..	..	68	..	68
Albany A. for Girls	A.	7	23	22	17	14	4	..	..	80	80
Alfred A.	A.	..	..	..	..	..	..	..	..	..	..
All Saints A. of Manhattan	A.	4½	19	13	16	7	..	..	..	55	55
Assumption A. S., Syracuse	M.A.	2	17	6	..	..	..	..	11	12	23
Augustinian A., Tompkinsville	A.	2½	8	9	3	2	..	..	22	..	22
Augustinian A. of Carthage	A.	2	17	12	8	6	..	..	15	28	43
Barnard S. for Boys, N. Y.	A.	6	9	14	8	9	..	..	40	..	40
Barnard S. for Girls, N. Y.	A.	5	12	15	13	14	..	..	..	54	54
Berkeley Inst. for Young Ladies, Brooklyn	A.	6½	25	16	21	12	3	..	..	77	77
Berkeley School, New York	A.	5½	10	11	10	10	8	..	49	..	49
Brooklyn College, h. s. dep't.	A.	10½	80	71	55	36	..	..	242	..	242
Buffalo A. of Sacred Heart	A.	6½	30	29	14	12	..	..	..	85	85
Buffalo Sem.	A.	12½	35	29	27	26	19	..	..	136	136
Cassius College, acad. dep't, Buffalo	A.	15½	154	145	103	50	..	..	452	..	452
Cascadilla S., Ithaca	A.	10	3	5	46	28	..	..	82	..	82
Cathedral A., Albany	A.	4½	24	19	16	7	..	..	19	47	66
Cathedral H. S., New York	A.	10	174	80	41	27	..	..	..	322	322
Cayuga Lake A., Aurora	A.	2½	6	5	4	2	..	..	17	..	17
Cazenovia Sem.	A.	2½	3½	33	10	32	19	2	57	39	96
Chamberlain Military Inst., Randolph	A.	3½	13	14	14	15	..	..	56	..	56
Champlain A., Port Henry	A.	2	7	5	6	6	..	..	8	16	24
(The) Charlton S., New York	A.	6½	9	4	4	5	..	..	..	22	22
Christian Brothers A., Albany	A.	4	18	10	20	2	..	..	50	..	50
Christian Brothers A., Syracuse	A.	5½	1	42	24	35	31	5	137	..	137
Clason Point Military A., Westchester	A.	5½	13	13	5	6	10	..	47	..	47
Colgate A., Hamilton	A.	6	25	20	31	29	14	..	119	..	119
Coll. of Mt St Vincent, acad. dep't, N. Y.	A.	1	6½	20	16	15	20	8	..	79	79
Coll. of St Fran. Xav., Xav. H. S., N. Y.	A.	13½	148	75	65	60	20	368	..	..	368
Cook A., Montour Falls	A.	5	2	24	18	14	17	15	55	33	88
De Lancey S., Geneva	A.	3	4	3	1	..	..	..	..	8	8
De La Salle Inst., New York	A.	8	16	11	7	8	15	..	57	..	57
De Veaux S., Niagara Falls	A.	2½	13	5	2	4	..	..	24	..	24
D'Youville A., Plattsburg	A.	3½	14	15	7	6	..	..	..	42	42
Dickinson-Hurst S., Syracuse	J.A.	3	3	6	1	5	1	..	2	14	16
Dominican A., New York	A.	2½	10	7	3	4	..	..	..	24	24
Drew Sem. for Young Women, Carmel	A.	8½	18	14	10	7	..	..	..	49	49
Emma Willard S., Troy	A.	15½	38	37	22	34	30	..	..	161	161

a Data given under Alfred Union School.  
academic. c No data reported.

b A.=academy; S. A.=senior academic; M. A.=middle academic; J. A.=junior

5

academic department

## ACADEMIES

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		owned		
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes library	Number of volumes added during the year	Value of apparatus by school	Expenditures for apparatus during the year	Total expense of academic department during the year
15	17	32	1	4	5	1	.....	.....	1 500	8	\$500	\$25	\$1 904 53
.....	52	52	.....	10	10	.....	4	.....	1 597	60	4 338	.....	11 377 85
8	24	32	1	7	8	1	.....	.....	2 337	12	650	.....	1 030 44
.....	66	66	.....	14	14	.....	.....	.....	4 207	334	2 892	24	24 313 83
2	213	215	.....	11	11	.....	.....	.....	975	.....	4 917	450	13 900 ..
.....	42	42	.....	.....	.....	.....	.....	.....	1 225	50	2 108	36	6 675 ..
70	78	148	9	20	29	20	4	.....	3 048	99	4 000	150	35 880 28
62	.....	62	.....	9	9	6	.....	.....	667	8	2 750	.....	32 544 47
.....	68	68	.....	5	5	5	.....	.....	2 900	.....	1 900	308	50 801 71
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	49	49	.....	7	7	4	.....	.....	675	25	2 190	25	5 461 03
9	12	21	.....	.....	.....	.....	.....	.....	418	127	350	.....	400
20	.....	20	2	.....	2	1	.....	1	710	.....	550	.....	998 72
13	22	35	3	2	5	2	3	4	1 000	60	600	.....	975 ..
36	.....	36	8	.....	8	7	.....	1	1 750	38	400	29	9 758 84
.....	54	54	.....	14	14	5	1	2	4 000	.....	400	100	12 000 ..
.....	60	60	.....	13	13	2	.....	.....	1 725	25	1 857	2	19 320 96
44	.....	44	3	.....	3	2	.....	.....	.....	.....	.....	.....	.....
232	.....	232	32	.....	32	13	.....	.....	3 250	750	1 000	.....	30 176 ..
.....	81	81	.....	12	12	.....	2	.....	1 820	80	2 300	.....	4 305 ..
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	130	130	.....	26	26	11	.....	.....	2 000	30	6 871	.....	27 448 31
443	.....	443	34	.....	34	28	5	2	4 100	300	400	.....	10 268 86
68	.....	68	5	.....	5	26	.....	.....	652	.....	2 000	24	59 781 41
15	39	54	4	3	7	.....	2	1	1 124	30	425	.....	1 852 08
.....	247	247	.....	16	16	1	3	5	735	60	650	3	8 528 81
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	14	1	.....	1	1	.....	.....	1 047	8	500	28	5 375 92
41	32	73	6	12	18	7	1	5	3 545	.....	4 884	.....	21 959 58
52	.....	52	10	.....	10	6	.....	19	1 225	.....	1 200	.....	11 290 ..
8	14	22	1	5	6	1	5	1	690	101	700	120	982 ..
.....	17	17	.....	4	4	.....	.....	.....	680	10	1 190	217	15 483 60
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	.....	45	.....	.....	.....	.....	.....	.....	1 400	10	1 800	50	3 015 ..
100	.....	100	25	.....	25	2	1	.....	1 803	100	2 145	5	6 731 64
46	.....	46	.....	.....	.....	2	.....	3	1 978	50	504	60	16 419 32
114	.....	114	8	.....	8	24	.....	4	3 000	75	3 600	50	18 926 18
.....	72	72	.....	20	20	3	.....	1	5 344	.....	5 596	550	48 389 21
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
358	.....	358	44	.....	44	25	.....	1	13 220	80	3 000	.....	53 309 52
47	30	77	10	7	17	3	.....	2	2 688	12	6 200	.....	19 491 67
.....	8	8	.....	1	1	1	.....	.....	884	5	500	.....	3 755 ..
52	.....	52	4	.....	4	4	.....	.....	2 625	100	10 150	200	13 982 ..
21	.....	21	4	.....	4	2	.....	2	1 600	5	550	24	6 641 28
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	32	32	.....	3	3	.....	4	.....	1 136	81	350	.....	2 190 44
2	10	12	.....	6	6	.....	.....	.....	101	12	234	11	1 025 61
.....	19	19	.....	4	4	.....	2	.....	461	99	295	70	1 135 29
.....	48	48	.....	7	7	4	.....	1	1 600	.....	800	.....	19 247 ..
.....	155	155	.....	34	34	8	.....	.....	3 800	601	7 000	139	276 755 02

TABLE 5  
Important statistics for each  
PRIVATE

ACADEMIES	c Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Ethical Culture S., New York	A.	9½	6	54	40	42	32	66	62	172	234
(The) Father Leo Mem. S., Croghan	M.A.	..	..	6	7	2	...	..	2	13	15
Fem. A. of Sacred Heart, Albany	A.	..	10	9	12	12	5	5	..	43	43
Fem. A. of Sacred Heart, New York	A.	1	6	22	24	15	12	6	..	79	79
Fem. A. of Sacred Heart, Rochester	A.	..	..	23	10	17	4	4	..	58	58
aFerguson-Syms S., New York	A.	..	..	..	..	..	..	..	..	..	..
Fordham Univ., St John's College H. S.	A.	13	..	152	102	92	76	28	450	..	450
Franklin S. of Buffalo	J. A.	½	6	10	8	4	2	..	..	24	24
Friends A., Locust Valley	A.	2	3	18	10	7	4	2	15	26	41
Garr Inst., Goshen	S. A.	..	1½	10	6	3	5	..	10	14	24
Genesee Wesleyan Sem., Lima	A.	5½	4½	39	45	41	36	7	91	77	168
Glens Falls A.	A.	1½	2½	11	19	7	4	..	21	20	41
Hackley S., Tarrytown	A.	9½	..	17	22	20	10	14	83	..	83
Halsted School, Yonkers	A.	..	4	14	6	10	4	..	..	34	34
Hartwick Sem., acad. dep't.	A.	3½	1	14	12	5	7	5	23	20	43
Holy Angels A., Buffalo	A.	½	9½	27	35	35	21	18	..	136	136
Holy Angels Col. Inst., Buffalo	A.	5	..	46	10	14	3	1	50	24	74
Holy Cross A. S., Albany	M.A.	..	1½	9	..	..	..	..	5	4	9
Holy Cross A. of Manhattan	A.	1	5½	29	22	25	13	..	..	89	89
Holy Ghost A. S., Tupper Lake	M.A.	..	2	10	5	2	..	9	5	21	26
aHorace Mann S., New York	..	..	..	..	..	..	..	..	..	..	..
Houghton Wesleyan Methodist Sem.	A.	5	4	39	16	13	10	47	63	62	125
Immaculate Heart A., Watertown	A.	..	2½	11	5	1	10	2	10	19	29
Inst. of Sisters of St Joseph, Buffalo	A.	..	5	15	27	18	10	..	..	70	70
Keuka Inst., Keuka Park	A.	2	2½	6	10	5	7	19	23	24	47
(The) Knox School, Ossining	A.	..	9	4	5	3	3	8	..	23	23
Lady Cliff A., Highland Falls	A.	..	5	15	17	14	13	27	2	84	86
aLake Placid School	..	..	..	..	..	..	..	..	..	..	..
La Salle A., New York	A.	6½	..	91	50	23	6	..	170	..	170
La Salle Inst., Troy	A.	5	..	41	26	25	17	4	113	..	113
Lowville A.	A.	½	1	..	..	..	..	..	..	..	..
Loyola S., New York	M.A.	7½	..	10	6	3	12	7	38	..	38
McAuley A. S., Keeseville	M.A.	..	3	21	4	3	10	..	2	36	38
a(The) Mackenzie S., Dobbs Ferry	..	..	..	..	..	..	..	..	..	..	..
Manhattan Coll., acad. dep't, New York	A.	7	..	32	34	79	38	..	183	..	183
Mary Immaculate A. S., Buffalo	M.A.	..	3½	17	9	4	..	..	..	30	30
Masee Country S., Bronxville	J. A.	3	..	8	5	2	..	..	15	..	15
(The) Misses Masters S., Dobbs Ferry	A.	..	14½	100	60	30	14	..	..	204	204
Mt Mercy A., Buffalo	A.	..	4	7	29	15	6	..	..	57	57
Mt Pleasant A., Ossining	A.	5	..	8	13	10	10	..	41	..	41
Mt St Mary's A., Newburgh	M.A.	..	2	4	8	2	4	..	..	18	18
Nazareth A., Rochester	A.	..	13	49	40	28	28	99	..	244	244
N. Y. Military A., Cornwall-on-Hudson	A.	..	9½	41	32	29	14	..	116	..	116
Niagara Univ., acad. dep't.	A.	10	..	33	37	33	36	9	148	..	148
Nichols S. of Buffalo	A.	9	..	42	26	30	22	3	123	..	123

a No report received. b Data given under Lowville Union School.  
M. A.= middle academy; J. A.= junior academy. d Destroyed by fire.

c A.= academy; S. A.= senior academy;

(continued)

## academic department

## ACADEMIES

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
53	159	212	13	15	28	12		3	6 875	475	\$3 000	\$518	\$61 638 16
2	10	12							469	62	635	5	327 90
	40	40		5	5				3 483	206	4 405	75	24 283 68
	74	74		6	6	2			6 793	100	1 200	45	56 249 ..
	50	50		4	4				1 875	75	900		11 837 ..
421		421	73		73				7 000	200	1 800	200	74 371 27
	23	23		2	2	4			650	15	500		12 016 90
12	25	37	1	3	4	3			862	86	500	50	21 786 12
10	14	24	3	2	5			1	430	10	560		858 58
78	61	139	23	6	29	9	1	1	3 000	100	3 000	153	54 238 97
17	17	34	2	1	3	1			6 223	12	750		3 394 42
80		80	14		14	13			2 620	20	429		104 142 32
	27	27		2	2			2	385	10	250		7 988 94
20	18	38	2	3	5	1			6 127	378	1 500		5 858 99
	134	134		21	21	4	4	3	2 975	200	2 400		18 495 ..
40	19	59							5 050		845		5 400 ..
5	4	9							550	16	285	75	718 ..
	80	80		11	11	2	4	5	1 220	30	1 936	15	15 628 01
5	17	22						1	190	10	170	20	340 65
56	51	107	2	5	7	15		1	2 394	27	1 494	261	9 435 67
10	16	26	5	5	10		3		1 946	30	1 149	46	6 297 50
	54	54		10	10		2		1 500	37	1 200		7 773 32
11	19	30	1	4	5				1 498	169	1 167		5 423 91
	20	20							600		3 000		34 519 68
2	73	75		8	8		6		1 535	29	5 213		23 538 67
163		163	6		6	3			3 206	35	800	250	7 565 22
94		94	17		17	4		8	3 295	85	1 950	122	6 096 95
	34	34	14		14	14			4 565	100	2 300		910 60
2	28	30	1	6	7		3	1	6 000	100	804		11 704 72
									998	30	415		3 327 09
156		156	36		36				3 945	50	3 500	77	33 074 40
	26	26							100	4	650	64	1 179 66
12		12							200				5 135 ..
	196	196		3	3	1			2 723	25	1 800		
	43	43		5	5		2	1	399	10	550	8	1 601 92
38		38	10		10	10			9 000		1 195		989 18
	17	17					3		1 455		3 010		5 151 87
	217	217		25	25	5	8		1 660	40	4 500	19	10 770 70
104		104	11		11	8			d				62 590 41
126		126	35		35				5 100		10 000	200	17 600 ..
92	4	92	16		16	9			405	15	12 000	765	47 048 13

TABLE 5  
Important statistics for each  
PRIVATE

ACADEMIES	b Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
Oakwood Sem., Union Springs	A.	3½	4	24	14	18	16	1	28	45	73
Our Lady of Wisdom A. S., Ozone Park	J. A.	1	5	5	4	...	...	...	...	9	9
Packer Col. Inst., Brooklyn	A.	3	27	134	105	97	64	114	...	514	514
Palmer Inst.-Starkey Sem., Lakemont	A.	3	6	24	6	21	3	15	44	25	69
Pawling S.	A.	7½	...	24	33	44	28	...	129	...	129
Peekskill A.	A.	5	...	34	35	26	20	...	115	...	115
Polytechnic Inst. of Brooklyn, prep. school	A.	24	1	88	87	114	48	...	337	...	337
Queen of the Rosary A., Amityville	A.	...	3½	23	10	9	6	1	...	49	49
Rochester Athenaeum & Mech. Inst.	A.	8½	1½	47	31	26	...	12	116	...	116
Sacred Heart A. S., Cohoes	J. A.	...	1	10	4	...	...	...	7	7	14
St Agnes A. S., College Point	S. A.	½	4	23	15	5	3	...	16	30	46
St Agnes Fem. Sem., Brooklyn	A.	½	...	18	17	13	33	...	...	81	81
St Aloysius A., Rome	A.	...	2½	27	12	10	12	...	21	40	61
St Angela's Hall A., Brooklyn	A.	...	5	6	9	6	4	...	...	25	25
St Ann's A. S., Albany	M. A.	2	22	14	5	...	...	2	15	28	43
St Ann's A. S., Hornell	M. A.	...	1½	23	...	...	...	...	13	10	23
St Ann's A. S., New York	J. A.	4½	...	27	7	3	3	...	40	...	40
St Ann's A. S. of Nyack	J. A.	...	1½	10	6	...	...	...	8	8	16
St Angela's S., Syracuse	J. A.	...	1	4	...	...	...	...	...	4	4
St Augustine's A. S., Brooklyn	M. A.	...	...	...	...	...	...	...	...	...	...
St Augustine's A. S., Troy	J. A.	½	2½	24	14	10	7	...	24	31	55
St Bernard's A., Cohoes	A.	...	4	45	29	20	23	...	51	66	117
St Bonaventure's Coll., acad. dep't, Allegany	A.	7½	...	46	17	18	27	...	108	...	108
St Bridget's A. S. of Buffalo	J. A.	...	2	52	...	...	...	...	21	31	52
St Catharine's A. S. of New York	S. A.	...	5½	16	12	7	12	...	...	47	47
St Clara's A. S., East Aurora	J. A.	...	1	9	20	...	...	...	11	18	29
St Claire's S., Mt Hope	J. A.	...	1½	11	4	...	...	...	5	10	15
St Elizabeth's A., Allegany	A.	...	9½	30	17	8	10	4	...	69	69
St Faith's A., Saratoga Springs	A.	...	3	3	3	3	3	3	...	15	15
St Francis A., Brooklyn	A.	9	...	85	61	29	8	...	183	...	183
St Francis Xavier A., Brooklyn	A.	½	6	20	26	21	...	...	...	93	93
St Gabriel's A. of Manhattan	A.	...	5	16	19	12	11	...	...	58	58
St Gabriel's S., New York	S. A.	2½	3½	65	37	...	9	...	48	63	111
St James A. of Brooklyn	A.	...	5½	48	30	32	36	...	...	146	146
St John's A. S. of Schenectady	M. A.	...	2	13	12	9	...	...	10	24	34
St John's A., Albany	A.	...	2	9	4	7	9	...	2	27	29
St John's A. of Brooklyn	A.	17	...	88	86	43	48	101	366	...	366
St John's A. of Rensselaer	A.	½	3½	33	19	12	8	...	25	47	72
St John's Catholic A., Syracuse	A.	...	2½	16	2	9	7	...	12	22	34
St John's Military S., Manlius	A.	14	1	36	44	45	32	4	161	...	161
St Joseph's A. S., Brasher Falls	J. A.	...	3	20	12	11	9	...	14	38	52
St Joseph's A. S., Cohoes	J. A.	...	1½	9	8	2	...	...	9	10	19
St Joseph's A. S. of Batavia	S. A.	...	4	21	13	11	9	...	23	31	54
St Joseph's A., Albany	A.	1½	2	28	24	10	12	...	22	52	74
St Joseph's A., Binghamton	A.	...	3	27	9	14	7	...	20	37	57

a No report received. b A. = academic; S. A. = senior academic; M. A. = middle academic; J. A. = junior academic.  
c Destroyed by fire.

(continued)

## academic department

## ACADEMIES

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			Number of volumes in library	Number of volumes added during the year	Value of apparatus owned by school	Expenditures for apparatus during the year	Total expense of academic department during the year
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools					
25	40	65	4	11	15	2	1	4	2 232	60	\$1 500	\$50	\$16 685 52
6	6	6	...	...	...	...	...	...	253	150	106	25	541 ..
...	415	415	...	48	48	5	...	...	9 505	548	8 000	350	84 262 57
32	18	50	2	1	3	6	...	...	4 370	95	2 578	59	26 059 14
122	...	122	22	...	22	18	...	...	800	...	600	173	147 948 42
69	...	69	11	...	11	8	...	...	1 275	...	...	...	18 843 86
292	...	293	44	...	44	37	...	12	4 003	70	7 103	206	61 088 32
...	45	45	...	6	6	...	...	...	861	131	1 686	43	5 586 23
105	...	105	...	...	...	...	...	...	978	250	8 000	500	25 677 19
4	5	9	...	...	...	...	...	...	313	...	100	...	400 ..
13	23	36	1	...	1	...	...	...	930	30	1 450	...	2 997 ..
...	77	77	...	10	10	...	...	10	530	45	890	35	2 729 96
17	33	50	4	8	12	...	...	1	439	...	333	25	900 ..
...	24	24	...	...	...	...	...	...	340	16	426	...	8 240 ..
10	19	29	...	...	...	...	...	...	198	15	300	...	900 ..
11	9	20	...	...	...	...	...	...	825	25	325	...	554 08
40	...	40	4	...	4	4	...	2	435	35	1 000	10	7 810 ..
5	5	10	...	...	...	1	...	...	246	21	86	...	1 515 ..
...	3	3	...	...	...	...	...	...	375	25	1 000	...	200 ..
...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	19	37	4	2	6	...	1	1	450	...	1 150	50	1 824 17
43	55	98	5	18	23	...	...	11	620	3	459	...	2 933 75
104	...	104	19	...	19	...	...	6	6 500	75	3 000	...	29 000 ..
15	21	36	...	...	...	...	...	...	328	10	650	...	938 75
...	29	29	...	9	9	...	4	1	650	98	3 000	344	6 832 30
8	14	22	...	...	...	...	...	...	600	...	190	30	319 14
4	8	12	...	...	...	...	...	...	530	19	445	10	1 335 ..
...	68	68	...	10	10	...	1	3	2 202	62	400	120	5 771 75
...	10	10	...	...	...	...	...	...	1 575	...	1 526	...	3 429 10
147	...	147	9	...	9	8	...	...	232	...	2 000	46	11 044 48
...	87	87	...	21	21	...	...	6	530	47	823	51	2 771 35
...	45	45	...	10	10	7	...	1	2 464	14	4 692	80	2 429 95
46	56	102	...	9	9	...	6	...	1 100	250	1 400	...	3 014 66
...	138	138	...	27	27	...	...	17	412	12	850	25	2 318 ..
7	18	25	...	...	...	...	...	...	622	...	200	...	450 ..
1	23	24	...	9	9	...	...	3	1 792	20	717	...	222 86
276	...	276	31	...	31	14	...	1	2 009	...	4 000	456	14 315 54
22	44	66	2	6	8	...	1	1	1 337	47	850	100	2 965 35
10	21	31	...	5	5	...	1	3	1 435	15	821	...	852 ..
140	...	140	32	...	32	13	...	3	415	...	2 000	...	90 569 87
10	24	34	2	4	6	...	4	...	1 189	7	2 037	...	1 215 97
9	10	19	...	...	...	...	...	...	225	25	200	...	...
20	26	46	...	...	...	...	2	...	660	20	200	...	946 67
22	46	68	...	4	4	1	...	1	466	...	550	131	1 130 86
11	23	34	1	6	7	2	...	...	...	...	...	11	1 136 50

TABLE 5  
Important statistics for each  
PRIVATE

ACADEMIES	c Grade of school	TEACHERS		REGISTRATION							
		Men	Women	First year	Second year	Third year	Fourth year	Special	Boys	Girls	Total registration
St Joseph's A., Schenectady	A.	2	2	15	8	8	10	..	19	22	41
St Joseph's A., Troy	A.	1	5	61	34	15	24	3	63	74	137
St Joseph's A. & Ind. Fem. S., Lockport	A.		7½	15	14	12	10	5		56	56
St Joseph's A. of Malone	A.		3½	26	6	2	4		6	32	38
St Joseph's Col. Inst., Buffalo	A.	4½		55	51	28	11	1	146		146
St Lawrence's A. of Manhattan	A.		3	12	6	5	7			30	30
St Lucy's A. of Syracuse	A.		5½	60	25	14	10	4	40	73	113
St Margaret's S., Buffalo	A.										
St Mary's A. S. of Olean	J.A.		1	23					8	15	23
St Mary's A., Dunkirk	A.		4½	39	25	14	21		44	55	99
St Mary's A., Ogdensburg	A	1½	3	34	28	18	20	6	53	53	106
St Mary's A. & Ind. Fem. S., Buffalo	A.		6½	26	22	22	21			91	91
St Mary's A. of Glens Falls	A.		6	98	32	23	25	10	79	109	188
St Mary's A. of Hoosick Falls	A.		2	24	15	13	5	3	22	38	60
St Mary's A. of Hudson	S.A.		½	13	19	4	4	5	9	23	32
St Mary's A. of Little Falls	A.		½	4½	45	38	17	8	5	30	83
St Mary's Catholic Inst., Amsterdam	A.		3	43	21	11	12		42	45	87
St Mary's H. S., Lancaster	A.		3	32	9	8	9		24	34	58
St Mary's S., Strykersville	J.A.	1	1	6	8				5	9	14
St Michael's A. S., Troy	S.A.	1	1	10	6	4	9		15	14	29
St Patrick's A. S. of Cohoes	J.A.	...	1½	16	9	5	4		18	16	34
St Patrick's A. S. of Rouses Point	J.A.	...	1	5	1	1			2	5	7
St Patrick's A., Catskill	A.	...	3	13	7	4	5	3	10	22	32
St Patrick's A., Watervliet	A.	½	2	32	22	...	...		21	33	54
St Patrick's A. of Troy	A.	...	2	24	8	4	10		4	42	46
St Paul's A. of Oswego	A.	½	1	11		...	...		6	5	11
St Peter's A., Troy	A.	½	3½	18	25	17	10		26	44	70
St Stanislaus A. S., Keeseville	J.A.		1	8	7				7	9	16
St Walburga's A., New York	A.		4½	13	10	7	4	3		37	37
Sallaz A. S., Redford	J.A.		1½	3	6	...	...	4		13	13
(The) Scudder S. for Girls, New York	A.	½	4½	4	2	2	5	1	1	13	14
Sherman Col. Inst., Moriah	A.	1	2	18	9	1	5	1	11	23	34
Sherwood Select S. of Sherwood	M.A.		3	14	18	11	2		15	30	45
Staten Island A., New Brighton	A.	6	1	12	8	12	9		19	22	41
Travis Prep. S., Syracuse	A.	4		10	10	8	14	3	42	3	45
Trinity S., New York	A.	10		35	31	31	20		117		117
Troy A.	A.	3		14	18	20	15		67		67
Union A. of Belleville	A.										
Ursuline A. S., Middletown	S.A.		4	20	9	7	9		8	37	45
Ursuline A., New York	A.		6½	22	20	20	18			80	80
Ursuline Sem., New Rochelle	A.		5	14	13	11	10			48	48
Utica Catholic A.	A.	2	2	57	25	20	18		53	67	120
Utica Female A.	A.										
Wagner Mem. Luth. Coll., Rochester	A.	5½		7	7	10	9	6	39		39
Watervliet A.	A.		2½	34	18	16	4		35	37	72
Westerleigh Col. Inst., W. New Brighton	A.	7		84	9	4	6		48	55	103
Total		410½	545½	4 901	3 442	2 726	2 125	952	7 136	7 010	14 146

a Data given under Belleville High School.  
M.A. = middle academic; J. A. = junior academic.

b No report received.

c A = academic; S. A. = senior academic



(continued)

## academic department

## ACADEMIES

PUPILS									LIBRARY		APPARATUS		EXPENDITURES
AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS			in		Value of apparatus owned by school	Expenditures for apparatus during the year	
Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools	Number of volumes in library	Number of volumes added during the year			Total expense of academic department during the year
18	19	37	4	6	10				897	60	\$683	\$123	\$1 440 ..
56	64	120	3	4	7			7	2 000	..	2 953	85	3 328 50
	41	41		10	10				2 114	160	3 255	35	5 969 .
4	23	27		3	3				600	50	800	...	1 070 .
134		134	8	8	8			2	2 283	23	3 350	200	10 396 50
	24	24		4	4	2	3		825	18	1 141	10	2 761 75
31	54	85	3	7	10	4	1	7	910	30	517		2 783 36
4	12	16							400	3	95	4	308 08
37	45	82	5	4	9		3	2	600	50	1 310	10	2 125 .
46	49	95	6	11	17	1	2	1	2 024	9	600		2 067 25
	75	75		17	17		4	2	961	181	2 620		22 314 92
58	75	133	12	11	23	1	2	3	1 163	50	5 600	150	3 453 .
17	27	44	3	3	6				802	15	1 466		1 063 16
7	17	24	1	4	5			1	870	5	525		1 268 10
20	62	82	3	5	8				550	75	500	300	8 197 .
37	39	76	6	5	11				1 150	20	1 194	120	3 893 ..
17	25	42	3	6	9		1	1	675	25	350		1 235 .
5	8	13							250	9	130		1 108 80
13	9	22	6	3	9		2		657	15	225	27	806 78
11	10	21	1	3	4	1			450	50	200	5	215 .
2	4	6					1	1	787	87	300		135 .
9	19	28	1	1	2				580		400	40	1 814 50
19	28	47							300	140	471	321	2 744 .
2	33	35		10	10			4	960	15	750		1 308 .
6	5	11							1 600	400	2 000		583 .
20	36	56	3	7	10	5		13	1 828	86	4 695	30	1 818 .
5	6	11							493		170		203 .
	33	33		3	3		3		922	8	700	45	6 251 22
	12	12							352	3	485		436 .
1	12	13		3	3			2	2 500	70	2 000	300	5 348 .
6	16	22	3	2	5			2	930		400	36	3 103 43
11	27	38	1	1	2	1			200	8	695	16	2 515 71
17	21	38	2	7	9	3			3 132		721	29	12 626 56
39	1	40	10		10	5		4	650		650		6 256 64
103		103	10		10	14			391	100	1 500		101 280 60
53		53	5		5	1		12	1 000	10	350		4 283 39
									1 094	42	485	12	2 760 78
7	33	40	1	8	9		1	2	500	40	400	120	6 596 75
	79	79		18	18	6	2		750	100	2 000	40	2 839 .
	40	40		9	9	5		1	765	15	570	36	33 708 06
49	64	113	8	9	17	2	7		2 236	50	1 820		1 820 .
39		39	3		3			3	1 560		100		10 932 34
25	32	57	2	2	4	2		2	485	8	900		1 105 37
17	23	40				2		2	1 000		800	7	4 101 07
6 184	5 932	12 116	810	838	1 648	529	132	248	303 266	10 621	\$294 285	\$10 787	\$2 591 048 ..



## EXHIBIT E

### TEACHERS TRAINING INSTITUTIONS

Table 1 Normal schools — attendance and graduates

Table 2 Normal schools — financial statement

Table 3 Normal schools — attendance and expenditures, 1886-1911

Table 4 Normal schools — summary

Table 5 Teachers training classes

Table 6 Training schools and kindergartens



TABLE I  
Normal schools — Statistics of attendance from reports of local boards

SCHOOL	Established	Opened	DEPARTMENT	ATTENDANCE DURING THE YEAR			AVERAGE ATTENDANCE DURING THE YEAR			AVERAGE AGE		GRADUATES 1912		WHOLE NUMBER OF GRADUATES	
				Total	Females	Males	Total attendance in all departments	Males	Females	Total average	Total average in all departments	Males	Females	Total	Total
Brockport	1866	1867	Normal	94	97	3	97	3	86	89	..	21	22	37	295
			Academic	97	160	62	160	54	84	138	..	..	..	..	1 750
			Intermediate	81	81	22	81	22	55	57	..	..	..	..	..
Buffalo	1867	1871	Primary	74	72	74	146	59	55	114	398	..	..	..	..
			Normal	24	426	24	450	22	384	406	..	20	19	229	192
			Academic	17	26	17	43	..	..	..	..	..	..	..	2 983
Cortland	1866	1869	Intermediate	67	103	67	170	139	183	322	738	..	..	..	..
			Primary and kindergarten	72	86	72	158	86	158	..	..	..	..	..	..
			Normal	25	300	25	323	19	251	270	..	20	20	134	442
Fredonia	1866	1868	Academic	48	76	48	124	48	76	109	..	..	..	..	..
			Intermediate	71	81	71	152	68	73	141	..	..	..	..	..
			Primary and kindergarten	125	143	125	268	98	107	200	711	..	..	..	1 538
Geneseo	1867	1871	Normal	8	10	8	180	8	10	150	..	18	10	69	178
			Academic	103	135	103	238	88	132	210	..	..	..	..	..
			Intermediate	8	97	8	170	67	85	132	649	..	..	..	..
New Paltz	1885	1886	Primary and kindergarten	84	85	84	169	60	68	128	..	..	..	..	..
			Normal	19	251	19	270	18	253	296	..	21	20	134	546
			Academic	73	80	73	153	68	75	143	..	..	..	..	3 477
Oneonta	1887	1889	Intermediate	76	83	76	138	54	63	117	626	..	..	..	..
			Primary	4	214	4	218	54	63	117	..	..	..	..	..
			Academic	4	88	4	92	4	83	86	..	..	..	..	..
Onondaga	1887	1889	Normal	59	67	59	126	49	72	126	..	21	20	91	156
			Intermediate	55	67	55	122	38	45	83	..	..	..	..	..
			Academic	87	87	87	174	59	51	110	503	..	..	..	..
Oswego	1887	1889	Primary	2	342	2	344	1	302	303	..	33	20	183	312
			Academic	78	75	78	153	64	62	126	..	..	..	..	..
			Intermediate	110	110	110	217	76	76	152	581	..	..	..	2 396
Saratoga	1887	1889	Primary and kindergarten	7	75	7	153	64	62	126	..	..	..	..	..
			Normal	11	110	11	217	76	76	152	..	..	..	..	..
			Academic	11	110	11	217	76	76	152	..	..	..	..	..

TABLE I (concluded)  
Normal schools — Statistics of attendance from reports of local boards

SCHOOL	Established	Opened	DEPARTMENT	ATTENDANCE DURING THE YEAR			AVERAGE ATTENDANCE DURING THE YEAR			AVERAGE AGE		GRADUATES 1912			WHOLE NUMBER OF GRADUATES				
				Total	Total attendance in all departments	Total average	Total average in all departments	Males	Females	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Oswego.....	1863	1863	Normal.....	36	302	338	14	30	270	300	19	19	14	119	133	294	3 242	3 536	
			Academic.....	45	73	118	4	38	68	106	20	20	20	20	20	20	20	20	20
			Intermediate.....	116	159	275	3	100	135	235	772	772	772	772	772	772	772	772	772
Plattsburg.....	1889	1890	Primary and kindergarten	94	115	209	940	60	71	131	772	20	20	1	42	43	38	563	598
			Normal.....	2	98	100	2	86	88	2	86	88	20	20	1	42	43	38	563
			Academic.....	32	60	92	30	51	81	30	51	81	20	20	1	42	43	38	563
Potsdam.....	1866	1869	Intermediate.....	63	86	149	123	53	70	123	374	20	20	1	76	77	519	2 021	2 540
			Primary.....	4	53	58	452	41	41	82	374	20	20	1	76	77	519	2 021	2 540
			Normal.....	11	201	212	10	133	193	10	133	193	20	20	1	76	77	519	2 021
			Academic.....	7	110	134	244	94	118	212	655	20	20	1	76	77	519	2 021	2 540
			Intermediate.....	3	54	94	148	37	73	110	655	20	20	1	76	77	519	2 021	2 540
			Primary and kindergarten	5	84	91	175	779	66	74	140	655	20	20	1	76	77	519	2 021
			Total teachers excluding principal	259	2 218	4 945	7 163	1 797	4 200	5 997	19	19	50	1 080	1 130	2 972	20 136	23 108	

TABLE 2  
Normal schools — Financial statement from reports of local boards for the year ending July 31, 1912

SCHOOL	VALUE OF SCHOOL PROPERTY				RECEIPTS					
	Lot and building	Furniture	Library apparatus	Total	Balance with local boards August 1, 1911	FROM THE STATE		From academic, kindergarten and primary tuition	From other sources	Total
						Maintenance and appropriation	Special appropriation			
Brockport.....	\$275 000	\$10 000	\$15 000	\$300 000	..	\$41 345 94	\$8 183 19	.....	.....	\$49 529 13
Buffalo.....	144 148	10 000	16 756	170 904	..	41 635 36	3 292 68	.....	.....	44 928 04
Cortland.....	272 200	28 600	36 100	336 900	\$7 667 53	45 000 ..	9 000 ..	\$148 ..	\$120 ..	61 927 53
Fredonia.....	325 000	15 000	10 000	350 000	5 668 83	36 000 ..	3 000 ..	1 348 43	199 92	40 157 18
Geneseo.....	279 500	31 900	21 800	333 200	6 905 64	47 000 ..	.....	424 75	83 97	54 474 36
New Paltz.....	200 000	10 100	13 000	223 100	2 893 58	36 000 ..	3 700 ..	1 922 55	1 831 81	40 347 94
Oneonta.....	225 000	31 000	20 834	276 834	472 58	48 746 26	7 090 52	200 ..	2 520 ..	59 029 36
Oswego.....	125 000	7 000	12 000	144 000	.....	39 161 77	4 521 40	144 ..	130 ..	43 957 17
Plattsburg.....	145 000	11 000	11 250	167 250	.....	37 478 56	932 50	.....	..	38 411 06
Potsdam.....	261 000	28 700	27 963	317 663	12 967 55	44 000 ..	3 625 ..	1 615 03	32 73	62 240 31
Total.....	\$2 251 848	\$183 300	\$184 703	\$2 619 851	\$36 575 71	\$416 367 89	\$43 345 29	\$5 794 76	\$4 918 43	\$507 002 08

TABLE 2 (concluded)  
Normal schools — Financial statement from reports of local boards for the year ending July 31, 1912

SCHOOL	Teachers' salaries	Libraries, textbooks and apparatus	Salaries of janitors and engineers	Repairs of buildings and improvements of grounds	Other expenses	Balance July 31, 1912	Total
Brockport.....	\$27 035 ..	\$696 46	\$2 238 ..	\$2 123 57	\$7 335 33	\$10 080 77	\$49 520 13
Buffalo.....	29 531 ..	2 756 41	1 025 ..	1 736 71	9 878 92	.....	44 038 04
Cortland.....	36 053 75	1 742 62	2 000 ..	8 511 38	5 536 97	.....	61 027 53
Fredonia.....	30 210 ..	641 63	1 340 ..	1 150 ..	10 946 06	.....	46 157 18
Genesee.....	33 603 ..	885 87	1 500 ..	2 419 40	8 940 66	1 869 49	54 474 36
New Paltz.....	25 937 50	1 393 74	1 695 ..	3 217 10	9 460 05	7 125 43	46 347 84
Oneonta.....	37 068 75	1 662 32	3 600 21	7 090 52	9 203 73	4 644 55	59 029 36
Oswego.....	31 980 ..	3 074 63	2 026 ..	1 375 03	5 531 51	.....	43 957 17
Plattsburg.....	30 200 ..	815 31	2 684 04	1 009 91	3 701 80	.....	38 411 06
Potsdam.....	33 805 78	1 205 45	2 417 25	1 969 57	7 996 73	14 785 53	62 240 31
Total.....	\$315 354 78	\$14 934 44	\$20 525 50	\$30 603 19	\$78 531 76	\$47 052 41	\$507 002 08



TABLE 3  
Normal schools — Attendance and expenditures

YEAR	AVERAGE ATTENDANCE	INCREASE OR DECREASE	NUMBER OF GRADUATES	INCREASE OR DECREASE	TOTAL EX- PENDITURES	INCREASE OR DECREASE
1886....	4 112	.....	364	.....	\$192 868	.....
1887. . .	4 490	+ 378	388	+ 24	278 654	+ \$85 786
1888	4 622	+ 132	426	+ 38	243 131	— 35 523
1889 .	4 835	+ 213	537	+ 111	272 581	+ 29 450
1890	5 271	+ 430	509	+ 32	332 313	+ 59 732
1891	5 706	+ 435	672	+ 103	310 126	— 16 187
1892..	6 118	+ 412	982	+ 310	323 492	+ 7 366
1893 .	5 866	— 252	503	— 479	355 535	+ 32 043
1894....	5 875	+ 9	594	+ 91	352 190	— 3 345
1895....	6 990	+ 1 115	715	+ 121	458 608	+ 106 418
1896....	7 521	+ 531	860	+ 145	481 825	+ 23 217
1897..	7 939	+ 418	I 036	+ 170	353 264	+ 128 561
1898..	8 121	+ 182	I 088	+ 52	422 889	+ 69 625
1899....	8 025	— 96	I 110	+ 22	367 486	— 55 403
1900	8 092	+ 67	I 106	+ 56	400 994	+ 33 508
1901 . .	7 789	— 303	I 089	— 77	430 647	+ 35 653
1902....	7 659	— 130	I 046	— 43	424 257	— 12 390
1903 . . .	7 331	— 328	951	— 98	404 021	— 20 236
1904....	7 321	— 10	969	+ 18	460 403	+ 65 382
1905....	7 173	— 148	I 009	+ 40	460 020	+ 53 383
1906....	6 753	— 420	900	— 109	522 290	+ 53 279
1907....	6 718	— 35	I 132	+ 232	488 630	+ 33 660
1908	5 998	— 720	I 038	— 94	6815 390	+ 326 760
1909...	5 331	— 667	867	— 171	471 430	— 343 960
1910	5 362	+ 31	777	— 90	442 304	— 29 135
1911 . .	5 795	+ 433	985	+ 208	457 372	+ 15 068
1912.. .	5 997	+ 202	I 130	+ 145	462 131	+ 4 759

*a* Beginning 1909, data for New York State Normal College has not been included.

*b* Including \$305,239 for new buildings at Albany and New Paltz.

TABLE 4  
Normal schools — Summary

	YEAR	
Total number registered in all departments. . . . .	1912	7 163
	1911	6 965
		+198
Total number registered, normal departments only. . . . .	1912	2 512
	1911	2 292
		+220
Average daily attendance in normal schools . . . . .	1912	5 997
	1911	5 795
		+202
Number graduating from normal schools . . . . .	1912	I 130
	1911	985
		+145
Total cost of normal schools for fiscal year exclusive of new buildings	1912	\$462 130 51
	1911	457 371 57
		+ \$4 758 94
Annual cost per graduate of normal schools excluding expense for new buildings.....	1912	\$408 97
	1911	464 34
		— \$55 37

TABLE 5  
Teachers training classes

COUNTY	PLACE	Number of teachers employed	PUPILS REPORTED FIRST TERM			PUPILS REPORTED SECOND TERM			Visits by district superintendent	Inspections by department	Certificates granted	APPORTIONMENT OF MONEY		TOTAL COST OF CLASS TO SCHOOL
			Men	Women	Total	Men	Women	Total				From training class appropriation	Teachers' quota	
Albany..	Ravena..	1	11	11	22	10	10	20	6	1	9	\$665 ..	\$100	\$1 111 32
Allegany.....	Alfred ..	1	8	8	16	..	7	7	10	1	7	700 ..	100	700 ..
	Angelica..	1	13	13	26	3	14	17	14	1	8	700 ..	100	813 14
	Belfast..	1	18	18	36	..	18	18	18	1	20	700 ..	100	750 ..
	Friendship..	1	15	15	30	..	16	16	5	1	7	700 ..	100	800 ..
Broome.....	Depost..	1	11	12	23	1	7	8	7	1	4	630 ..	100	771 75
	Union.....	1	12	12	24	..	11	11	5	1	11	700 ..	100	550 ..
Cattaraugus ..	Cattaraugus.	1	10	10	20	..	10	10	6	1	15	595 ..	100	650 ..
	Delavan..	1	23	23	46	..	20	20	5	1	11	700 ..	100	500 ..
	Olean ..	1	13	13	26	..	7	7	7	1	11	595 ..	100	700 ..
	Salamanca ..	1	18	18	36	..	11	11	10	2	16	700 ..	100	821 47
Cayuga.....	Moravia..	1	15	15	30	..	17	17	3	1	13	700 ..	100	700 ..
Chautauqua ..	Ellington..	1	16	16	32	..	15	15	3	1	8	700 ..	100	500 ..
	Forestville..	1	10	10	20	4	17	21	3	1	12	612 50	100	600 ..
	Sherman..	1	17	17	34	1	9	10	3	1	11	700 ..	100	600 ..
	Westfield..	1	12	12	24	..	19	19	1	2	13	700 ..	100	600 ..
Chemung.....	Horseheads ..	1	17	18	35	..	13	13	2	1	15	700 ..	100	550 ..
Chenango ..	Greene ..	1	10	10	20	..	11	11	8	1	11	700 ..	100	550 ..
	Norwich..	1	22	22	44	..	19	19	..	1	13	700 ..	100	650 ..
Clinton.....	Moore's ..	1	12	12	24	..	10	10	3	1	12	700 ..	100	913 75
	Hancock..	1	13	13	26	..	13	13	2	1	9	700 ..	100	700 ..
Delaware.....	Margaretville	1	2	2	4	2	9	11	3	1	8	700 ..	100	650 ..
	Stamford..	1	18	19	37	1	16	17	5	1	17	700 ..	100	803 54
	Walton ..	1	21	21	42	..	23	23	2	1	9	682 50	100	700 ..
Erie.....	Clarence ..	1	10	10	20	..	10	10	8	1	9	700 ..	100	700 ..
	Springville..	1	14	14	28	..	12	12	6	1	16	700 ..	100	700 ..

Essex.	Port Henry.	14	14	14	12	12	2	1	11	700	100	769
Westport.	Westport.	14	14	14	11	11	1	2	13	700	100	535
Brushton.	Brushton.	20	21	21	23	23	7	2	20	700	100	618
Chateaugay.	Chateaugay.	14	14	14	12	12	2	1	23	700	100	650
Malone.	Malone.	17	17	17	21	21	1	1	23	700	100	700
Johnstown.	Johnstown.	19	19	19	20	20	1	1	14	700	100	650
Catskill.	Catskill.	18	18	18	17	17	1	1	14	700	100	850
Adams.	Adams.	18	18	18	18	18	10	1	11	700	100	650
Antwerp.	Antwerp.	13	13	13	13	13	6	1	21	700	100	600
Canastota.	Canastota.	10	10	10	10	10	6	1	12	630	100	680
Clayton.	Clayton.	10	10	10	10	10	4	1	12	665	100	688
Copemish.	Copemish.	13	13	13	11	11	38	1	9	700	100	600
Harrisville.	Harrisville.	18	18	18	8	8	2	2	10	647	50	700
Lundale.	Lundale.	18	18	18	18	18	3	1	8	700	100	904
Nunda.	Nunda.	13	14	14	9	9	6	1	8	700	100	650
De Ruyter.	De Ruyter.	10	17	17	13	13	3	2	15	700	100	604
Pittsford.	Pittsford.	15	15	15	12	12	5	1	12	700	100	600
Midleport.	Midleport.	19	19	19	17	17	10	1	13	700	100	884
Wilson.	Wilson.	14	14	14	16	16	4	1	15	700	100	712
Boonville.	Boonville.	21	22	22	10	10	5	1	19	700	100	700
Clinton.	Clinton.	11	11	11	10	10	2	1	24	700	100	800
Baldwinsville.	Baldwinsville.	10	10	10	14	14	10	1	13	700	100	800
Jordan.	Jordan.	10	10	10	10	10	5	1	13	682	50	650
Onondaga Valley.	Onondaga Valley.	29	29	29	24	24	7	1	11	700	100	575
Tully.	Tully.	33	34	34	14	14	5	1	11	700	100	710
Naples.	Naples.	20	23	23	19	19	6	1	19	700	100	600
Goshen.	Goshen.	21	21	21	12	12	2	1	15	700	100	650
Port Jervis.	Port Jervis.	22	23	23	20	20	1	1	15	700	100	700
Albion.	Albion.	10	16	16	11	11	1	1	13	700	100	700
Pulaski.	Pulaski.	10	10	10	17	17	1	1	12	700	100	750
Sandy Creek.	Sandy Creek.	17	17	17	17	17	5	1	10	700	100	675
Morris.	Morris.	10	10	10	10	10	4	1	10	665	100	590
Richfield Springs.	Richfield Springs.	15	15	15	14	14	12	1	11	700	100	845
Schenevus.	Schenevus.	23	23	23	24	24	4	1	11	700	100	650
Unadilla.	Unadilla.	20	20	20	14	14	5	1	15	700	100	600
Colton.	Colton.	16	16	16	14	14	3	1	21	700	100	700
Madrid.	Madrid.	9	11	11	10	10	2	1	15	700	100	644
Ogdensburg.	Ogdensburg.	17	17	17	10	10	1	1	13	700	100	550
Ballston Spa.	Ballston Spa.	22	22	22	17	17	1	1	18	700	100	700
Corinth.	Corinth.	19	19	19	10	10	6	1	10	700	100	804
Schoharie.	Schoharie.	12	13	13	12	12	4	1	14	700	100	807
Watkins.	Watkins.	8	11	11	9	9	1	1	9	700	100	700
Watloo.	Watloo.	10	10	10	10	10	6	1	9	612	50	600
Canistota.	Canistota.	10	11	11	10	10	10	1	9	682	50	700
Seneca.	Seneca.	20	20	20	19	19	10	1	11	700	100	550
Steuben.	Steuben.	24	24	24	25	25	5	1	12	700	100	600
Hammondsport.	Hammondsport.	23	23	23	12	12	11	1	10	700	100	934
North Cohocton.	North Cohocton.	17	22	22	18	18	5	1	20	700	100	550

TABLE 5 (concluded)  
Teachers training classes

COUNTY	PLACE	Number of teachers employed	PUPILS REPORTED FIRST TERM			PUPILS REPORTED SECOND TERM			Visits by district superintendent	Inspections by department	Certificates granted	APPORTIONMENT OF MONEY		TOTAL COST OF CLASSES TO SCHOOL
			Men	Women	Total	Men	Women	Total				From training class appropriation	Teachers' quota	
Suffolk . . . . .	Greenport . . . . .	1	16	16	32	16	16	32	1	2	10	\$700 . .	\$100	\$665 50
Sullivan . . . . .	Monticello . . . . .	1	9	9	18	11	11	22	4	4	10	700 . .	100	715 05
Tioga . . . . .	Newark Valley . . . . .	1	11	11	22	12	12	24	18	1	5	700 . .	100	605 45
	Spencer . . . . .	1	14	14	28	14	14	28	6	2	11	700 . .	100	864 72
	Utica . . . . .	3	13	13	26	13	13	26	11	1	11	700 . .	100	638 87
Tompkins . . . . .	Ellenville . . . . .	1	13	13	26	13	13	26	6	1	12	700 . .	100	625 . .
Warren . . . . .	Glens Falls . . . . .	1	15	15	30	15	15	30	8	1	12	700 . .	100	625 . .
Washington . . . . .	Hudson Falls . . . . .	1	26	26	52	24	24	48	8	1	8	700 . .	100	800 . .
Wayne . . . . .	Clyde . . . . .	1	13	13	26	12	12	24	9	2	17	700 . .	100	885 50
	Palmira . . . . .	1	13	13	26	11	11	22	10	1	15	700 . .	100	800 . .
	Wolcott . . . . .	1	13	13	26	10	10	20	5	1	11	700 . .	100	700 . .
Wyoming . . . . .	Warsaw . . . . .	1	15	15	30	11	11	22	4	1	10	665 . .	100	799 70
Yates . . . . .	Dundee . . . . .	1	14	14	28	15	15	30	4	2	11	700 . .	100	750 . .
	Penn Yan . . . . .	1	25	25	50	25	25	50	1	1	14	700 . .	100	694 . .
Total . . . . .	.....	89	325	325	650	377	377	754	450	98	41085	\$61 530 .	\$8 600	\$62 854 60

a Including twenty-nine certificates issued to members of last year's classes who did not finish their work until after Aug. 1, 1911.

TABLE 6  
Training schools and kindergartens

LOCATION	Num-ber of teach-ers em-ployed	PUPILS REPORTED FIRST TERM			PUPILS REPORTED SECOND TERM			Certi-ficates granted	APPORTIONMENT OF MONEY		TOTAL COST OF CLASS TO SCHOOL
		Men	Women	Total	Men	Women	Total		From training class ap-proportion	Teach-ers' quota	
Albany	3		32	32		33	33	13	\$923 89	\$300	\$4 880 08
Albany (kindergarten department)	..	..	1	1	..	2	2	2	..	..	..
Albany	1	..	5	5	..	5	5	8	391 19	100	820 22
Auburn	4	..	52	52	..	25	25	a 33	1 271 89	400	6 312 89
Buffalo	1	..	32	32	..	31	31	..	359 44	100	900 ..
Cobles	2	..	11	11	..	12	12	..	409 03	200	1 900 ..
Elmira	1	..	13	13	..	12	12	..	255 02	100	850 ..
Jameson	111	..	1 854	1 804	28	1 700	1 728	b 647	53 798 13	10 800	292 038 48
New York	9	37	17	52	..	53	53	21	1 410 05	900	35 492 84
Rochester	..	..	17	17	..	21	21	19	..	..	..
Rochester (kindergarten department)	3	..	23	23	..	21	21	c 21	565 18	300	1 600 ..
Schenectady	4	..	38	38	..	33	33	12	1 140 76	500	5 515 ..
Syracuse	..	..	17	17	..	34	34	d 11	842 99	200	2 181 16
Syracuse (kindergarten department)	2	..	38	38	..	38	38	6	268 11	200	1 550 ..
Troy	2	..	22	22	..	22	22	30	1 099 02	200	3 831 27
Watertown	3	..	55	55	..	70	70	..	..	..	..
Yonkers	..	..	..	..	..	..	..	..	..	..	..
Total	146	37	2 261	2 298	28	2 092	2 120	832	\$63 382 50	\$14 300	\$357 871 94

a Including three kindergarten certificates.

b Including twenty-seven kindergarten certificates.

c Including one kindergarten certificate.

d Including four kindergarten certificates.



## EXHIBIT F

### VOCATIONAL AND TRADES SCHOOLS

Table 1 Buildings, property, teachers and attendance

Table 2 Receipts

Table 3 Payments





TABLE I  
Buildings, property, teachers and attendance at vocational schools

BUILDINGS AND PROPERTY															TEACHERS		NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE																						
No. of buildings devoted entirely to vocational school work															No. employed for full year		No. employed for part of the year		No of days school was in session			Boys			Girls			Total														
Value of school-house sites															Value of school-houses including furniture but not equip-ment		Value of equip-ment		Total value of property used by vocational schools					Boys			Girls			Total												
CITIES MAINTAINING INDUSTRIAL SCHOOLS																																										
Albany..															1		1		186			91			90			181			62			58			120					
Buffalo..															2		3		195			674			...			674			405			...			405					
Corning (Northside) ..															1		1		185			12			47			59			10			31			41					
Gloversville..															1		1		192			55			23			78			34			12			46					
Hudson..															1		1		184			43			40			83			37			31			68					
Jamestown....															1		1		183			41			76			123			22			33			55					
Mount Vernon ..															1		1		225			47			90			74			42			34			74					
New York ..															1		156		553		667		974		890		807		48		19			22			58			100		
Rochester ..															3		3		17			800			42			078			12		903		61			884				
Schenectady ..															1		1		193			258			278			530			152			159			311					
Utica ..															1		1		200			94			51			103			26			21			47					
Yonkers.....															1		1		190			212			85			297			148			43			191					
Total, cities. . .															9		17		\$287 629		\$1 652 495		\$190 669		\$2 130 793		2 400		1 740		4 140		1 473		710		2 183					
VILLAGES MAINTAINING INDUSTRIAL SCHOOLS																																										
Alfred..															1		1		190			33			13			46			30			12			42					
Rayetteville ..															1		1		198			..			..			29			26			26			26					
Henrieville ..															1		1		196			..			26			26			..			17			17					
Lancaster ..															1		1		195			43			..			43			40			..			40					
North Tarrytown..															1		1		190			21			20			41			18			19			37					
Owego ..															1		1		190			18			19			37			16			13			29					
Watford ..															1		1		200			20			12			32			16			10			26					
Waverly....															2		2		195			50			13			63			38			11			49					
Total, villages .....															9		9		\$1 166		\$10 062		\$6 403		\$17 631		185		132		317		158		108		266					

TABLE I (concluded)  
Buildings, property, teachers and attendance at vocational schools

BUILDINGS AND PROPERTY															TEACHERS		No. of days school was in session	NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE			
No. of build- ings devoted entirely to voca- tional school work	No. of build- ings devoted partly to voca- tional school work	Value of school- house sites	Value of houses including furniture but not equip- ment	Value of equip- ment	Total value of property used by vocational schools	No. em- ployed for full year	No. em- ployed for part of the year	Boys	Girls	Total	Boys	Girls	Total											
VILLAGES MAINTAINING AGRICULTURAL SCHOOLS																								
Albion.....	1	\$2 000	\$5 000	3 100	\$50	\$7 050	1	.....	189	10	27	46	18	22	40									
Belleville.....	1	500	3 100	..	3 600	3 600	1	..	193	31	4	35	23	1	24									
Belmont.....	1	..	..	266	266	198	1	..	193	25	5	30	21	5	26									
Gowanda.....	1	100	1 998	..	1 998	1 998	1	..	193	53	54	107	47	47	89									
Hancock.....	1	..	..	198	175	175	1	..	193	25	5	30	18	4	22									
Hannibal.....	1	..	..	..	400	400	1	..	192	30	4	34	20	5	25									
Highland.....	1	..	..	..	..	..	1	..	192	13	16	29	10	12	22									
Little Valley.....	1	..	..	..	131	131	1	..	195	27	6	33	24	5	29									
Lowville.....	2	..	..	1 450	1 450	1 450	2	..	199	16	26	42	11	21	32									
Millbrook.....	1	..	..	185	185	185	1	..	195	45	61	106	38	55	93									
Moravia.....	1	..	..	125	125	125	1	..	198	24	13	37	24	13	37									
Newark Valley.....	1	..	..	138	138	138	1	..	190	30	13	43	29	32	61									
North Colton.....	1	..	..	..	..	..	1	..	198	44	37	81	29	36	73									
Penn Yan.....	1	..	..	..	..	..	1	..	196	55	28	83	13	25	38									
Perry.....	1	..	..	350	350	350	1	..	196	37	..	37	29	..	29									
Red Creek.....	1	..	..	117	117	117	1	..	194	38	35	73	22	27	49									
Salamanca.....	1	..	..	270	270	270	1	..	194	16	10	26	13	9	22									
Tully.....	1	..	..	138	138	138	1	..	188	35	..	35	24	..	24									
Walton.....	2	..	..	..	..	..	1	..	188	35	..	35	24	..	24									
Total, agricultural schools	20	\$2 600	\$9 198	\$3 993	\$15 791	\$15 791	19	1	.....	532	344	876	408	290	698									
Total.....	9	\$291 395	\$1 671 755	\$201 065	\$2 164 215	\$2 164 215	155	47	.....	3 117	2 216	5 333	2 039	1 108	3 147									

TABLE 2  
Receipts by vocational schools

CITIES	Public money for teachers' wages, apparatus, etc.	Materials and supplies sold	Tax on property	Total
Albany.....	\$2 273 65		\$14 793 49	\$17 067 14
Buffalo.....	3 166 32		22 586 52	25 752 84
Corning (Northside).....		\$52 44	2 424 10	2 476 54
Gloversville.....	500 ..		259 32	759 32
Hudson.....	700 ..	321 82	6 214 35	7 236 17
Jamestown.....		39 01	985 99	1 025 ..
Mount Vernon.....			21 202 61	21 202 61
New York.....	10 600 ..		89 734 33	100 334 33
Rochester.....	3 507 38	354 23	53 172 12	57 033 73
Schenectady.....	1 400 ..		5 476 98	6 876 98
Utica.....			6 941 64	6 941 64
Yonkers.....	2 560 52		30 465 58	33 026 10
Total, cities.....	\$24 707 87	\$767 50	\$254 257 03	\$279 732 40
VILLAGES MAINTAINING VOCATIONAL SCHOOLS				
Alfred.....		\$15 85	\$881 48	\$897 33
Payetteville.....	\$500 ..		538 57	1 038 57
Herkimer.....			1 964 45	1 964 45
Lancaster.....	500 ..		1 862 01	2 362 01
North Tarrytown ..		5 69	2 344 33	2 350 02
Owego.....		36 92	4 843 69	4 880 61
Waterford.....			2 890 ..	2 890 ..
Waverly.....	500 ..	143 ..	1 464 11	2 107 11
Total, villages.....	\$1 500	\$201 46	\$16 788 64	\$18 490 10
VILLAGES MAINTAINING AGRICULTURAL SCHOOLS				
Albion.....		\$18 ..	\$952 ..	\$970 ..
Belleville.....			350 ..	350 ..
Belmont.....			952 ..	952 ..
Gowanda.....			1 525 44	1 525 44
Hancock.....			1 413 81	1 413 81
Hannibal.....			594 21	594 21
Highland.....		4 05	6 523 67	6 527 72
Little Valley.....		7 90	760 73	768 63
Lowville.....			3 035 83	3 035 83
Millbrook.....			1 771 55	1 771 55
Moravia.....			1 180 23	1 180 23
Newark Valley.....			1 382 82	1 382 82
North Cohocton.....	\$68 69		734 25	802 94
Penn Yan.....			310 ..	310 ..
Perry.....			1 218 55	1 218 55
Red Creek.....			1 200 ..	1 200 ..
Tully.....	478 95		520 66	999 61
Walton.....			1 212 78	1 212 78
Total, agricultural schools.....	\$547 64	\$29 95	\$25 638 53	\$26 216 12
Total.....	\$26 755 51	\$998 91	\$296 684 20	\$324 438 62

TABLE 3  
Payments by vocational schools

CITIES	Teachers' wages	Materials and supplies	Textbooks and apparatus	School buildings, sites, repairs and furniture	All other expenses	Total
Albany.....	\$10 703 79	\$4 123 66	....	\$168 05	\$2 071 64	\$17 067 14
Buffalo.....	18 950 .	5 572 34	\$740 50	....	490 ..	25 752 84
Corning (Northside) ..	1 525	951 54	....	..	....	2 476 54
Gloversville .....	600 .	50	....	..	109 32	759 32
Hudson .....	2 847 75	971 81	625 60	2 163 77	627 24	7 236 17
Jamestown .....	1 025	....	....	..	....	1 025 .
Mount Vernon.....	6 241 17	5 806	233 80	1 746 68	7 174 96	21 202 61
New York.....	65 038 40	12 935 67	688 68	2 643 40	19 028 18	100 334 33
Rochester.....	24 691 42	8 281 96	6 240 96	9 572 06	8 247 33	57 933 73
Schenectady.....	3 900 .	2 456 98	....	....	520 ..	6 876 98
Utica .....	3 850 .	1 138 37	112 79	690 70	1 149 78	6 941 64
Yonkers.....	23 774 46	4 186 72	176 78	635 15	4 252 99	33 026 10
Total, cities...	\$163 146 99	\$46 475 05	\$8 819 11	\$17 619 81	\$43 671 44	\$279 732 40
VILLAGES MAINTAINING VOCATIONAL SCHOOLS						
Alfred.....	\$580 ..	\$68 18	\$249 15	....	....	\$897 33
Fayetteville .....	675 ..	363 57	....	....	....	1 038 57
Herkimer.....	700 .	76 99	110 82	\$787 39	\$289 25	1 964 45
Lancaster.....	1 000 .	512	....	325 01	525 .	2 362 01
North Tarrytown .	1 550 .	265 02	....	120 .	415 .	2 350 02
Owego.....	1 600 .	566 64	618 58	1 575 39	520 ..	4 880 61
Waterford.....	2 000 .	346 .	300	244 .	....	2 890
Waverly.....	1 675 .	432 11	....	....	....	2 107 11
Total, villages....	\$9 780 .	\$2 630 51	\$1 278 55	\$3 051 79	\$1 749 25	\$18 490 10
VILLAGES MAINTAINING AGRICULTURAL SCHOOLS						
Albion.....	\$900 .	\$25 .	\$25 .	....	\$20 .	\$970 ..
Belleville.....	350 ..	....	....	....	....	350 ..
Belmont.....	800 .	152	....	....	....	952
Gowanda.....	1 000 .	3 50	....	\$324 57	197 37	1 525 44
Hancock.....	950 .	115 23	....	191 40	157 18	1 413 81
Hannibal.....	400 .	9 21	100 .	10 .	75 .	594 21
Highland.....	750 .	76 41	399 64	4 254 23	1 047 44	6 527 72
Little Valley...	600	168 63	....	....	....	768 63
Lowville.....	1 500 .	....	171 98	302 ..	1 061 85	3 035 83
Millbrook .....	1 700 .	71 55	....	....	....	1 771 55
Moravia.....	900 .	238 63	41 60	....	....	1 180 23
Newark Valley...	1 240 .	36 46	58 32	....	48 04	1 382 82
North Cohocton. .	600 .	64 58	138 36	....	....	802 94
Penn Yan .....	310	....	....	....	....	310 .
Perry .....	900	318 55	....	....	....	1 218 55
Red Creek.....	1 200	....	....	....	....	1 200
Tully .....	800	85 61	34 .	40 .	40 .	999 61
Walton .....	1 000	20 ..	117 26	15	60 52	1 212 78
Total, agricultural schools....	\$15 900 ..	\$1 385 36	\$1 086 16	\$5 137 20	\$2 707 40	\$26 216 12
Total .....	\$188 826 99	\$50 490 92	\$11 183 82	\$25 808 80	\$48 128 09	\$324 438 62

## EXHIBIT G

### EXAMINATIONS

Table 1	Examinations held
Table 2	Credentials and licenses issued
Table 3	Academic examinations by subjects
Table 4	Academic examinations by high schools
Table 5	Academic examinations by academies
Table 6	Academic examinations for professional students
Table 7	Examinations for teachers certificates
Table 8	Teachers certificates issued
Table 9	Teachers certificates issued by cities
Table 10	Teachers certificates issued by school commissioner districts
Table 11	Teachers certificates issued by supervisory districts
Table 12	Recipients of first grade certificates by counties and cities
Table 13	Teachers special certificates
Table 14	Examinations for teachers state certificates by subjects
Table 15	Examinations for teachers state certificates by place of examination
Table 16	Recipients of teachers state certificates
Table 17	Training school examinations by subjects
Table 18	Training school examinations by schools
Table 19	Training class examinations by subjects
Table 20	Training class examinations by class
Table 21	Training class examinations for rural school renewable certificates
Table 22	Papers written in examination for Cornell scholarships
Table 23	Professional examinations



TABLE 1  
Examinations held July 31, 1911 to July 31, 1912

	Question papers sent out	Answer papers written	Answer papers claimed	Answer papers accepted	By whom rated
Grade.....	1 250 000	a.....	a.....	a.....	District superintendents
Preliminary.....	611 700	280 000	210 000	205 000	District superintendents and principals
Academic.....	1 224 100	413 512	340 842	287 000	Department examiners
Teachers.....	251 800	40 354	40 354	33 120	Department examiners
Cornell scholarship.....	4 500	2 488	2 488	.....	Department examiners
Professional.....	157 650	14 991	14 991	12 677	Professional boards

a No statistics available.

TABLE 2  
Credentials and licenses issued July 31, 1911 to July 31, 1912

	Number	On examination	Without examination	Examination and partial equivalent
Preliminary certificates.....	32 575	32 575	.....	.....
Academic diplomas.....	4 500	4 500	.....	.....
Academic diplomas in high school subjects.....	651	651	.....	.....
College entrance diplomas.....	627	627	.....	.....
Music diplomas.....	4	4	.....	.....
Academic diplomas in commercial subjects.....	7	7	.....	.....
Advanced academic diplomas.....	460	460	.....	.....
Commercial certificates.....	18	18	.....	.....
Qualifying certificates.....	.....	.....	.....	.....
Medical.....	888	249	459	180
Law.....	872	284	371	217
Dental.....	418	160	154	104
Veterinary.....	48	22	15	11
Certified public accountant.....	270	96	65	109
Clarkson memorial institute.....	4	.....	.....	4
Optometry.....	26	5	16	5
Pharmacy.....	529	224	248	57
Nurse.....	2	1	1	.....
Professional licenses.....	.....	.....	.....	.....
Medical.....	463	407	56	.....
Dental.....	193	173	20	.....
Veterinary.....	31	26	5	.....
Certified public accountant.....	35	35	.....	.....
Optometry.....	5	3	2	.....
Pharmacy.....	347	279	68	.....
Nurse.....	1 097	966	131	.....
Druggist.....	80	78	2	.....
Teachers certificates.....	.....	.....	.....	.....
Elementary.....	329	329	.....	.....
Academic.....	1 192	1 192	.....	.....
Special.....	228	56	172	.....
Training class.....	1 085	1 085	.....	.....
Training school.....	773	773	.....	.....
Training school kindergarten.....	42	42	.....	.....
Rural school renewable.....	156	156	.....	.....
State limited.....	18	18	.....	.....
State life.....	53	53	.....	.....
College graduate life.....	83	83	.....	.....
College graduate limited.....	247	.....	247	.....
College graduate professional life.....	163	.....	163	.....
College graduate professional provisional.....	268	.....	268	.....
First grade.....	236	236	.....	.....
Temporary normal.....	101	.....	101	.....
Temporary licenses.....	726	.....	726	.....
Total.....	49 859	45 882	3 290	687
Total qualifying certificates.....	3 057	1 041	1 329	687
Total professional licenses.....	2 251	1 967	284	.....
Total teachers certificates.....	5 700	4 023	1 677	.....

TABLE 3  
Statistics of academic examinations in the schools, January and June, 1912

SUBJECT	Num- ber of papers written	Num- ber of papers claimed	Per cent of papers written claimed by schools	NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 90-100%		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 75-89%		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 60-74%		NUMBER AND PER CENT OF PAPERS WRITTEN REJECTED		PER TOTAL NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED	
				No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
				b7	b 7	b321	b32 0	b439	b43 8	b235	b23 5	4 379	82 6
ENGLISH	5 302	4 614	87 0	b15	b 5	b821	b25 9	b1 852	b58 4	b484	b15 2	14 937	87 8
First year . . . . .	17 003	15 421	90 7	577	4 2	4 276	31 3	6 749	49 3	2 082	15 2	11 602	84 8
Second year . . . . .	13 684	12 401	90 6	106	1 6	1 554	23 0	3 880	57 4	1 217	18 0	5 540	82 0
Third year . . . . .	6 757	5 921	87 6	862	6 3	4 490	32 7	0 326	45 8	2 098	15 2	11 678	84 8
Fourth year . . . . .	13 776	12 534	90 9	8	1 3	97	15 5	411	65 8	109	17 4	11 516	82 6
Grammar . . . . .	625	521	83 4	400	2 9	3 199	23 1	4 958	35 9	5 268	38 1	8 557	61 9
History of English language and literature	13 825	10 246	74 1	78	8 4	229	24 6	381	41 0	242	26 0	8 688	74 0
Grammar . . . . .	930	760	81 7										
Total . . . . .	71 902	62 418	86 8	c2 053	c4 1	c14 987	c28 0	c24 996	c45 7	c11 735	c22 2	57 897	80 5
GERMAN	2 166	1 694	78 2	b10	b2 8	b78	b22 1	b173	b40 0	b92	b26 1	1 602	73 9
First year . . . . .	13 649	10 801	79 1	428	3 1	3 215	23 6	5 277	38 7	4 729	34 6	8 920	65 4
Second year . . . . .	6 146	4 540	73 1	28	5	673	10 9	2 560	41 8	2 876	46 8	3 270	53 2
Third year . . . . .	498	405	81 3	18	3 6	122	24 5	204	41 0	154	30 9	3 344	69 1
Fourth year . . . . .													
Total . . . . .	22 459	17 440	77 7	c484	c2 3	c4 088	c19 8	c8 223	c39 7	c7 851	c38 2	14 136	62 9
FRENCH	1 168	749	64 1	b3	b1 3	b37	b16 6	b117	b52 5	b66	b26 6	683	58 5
First year . . . . .	6 047	4 907	82 1	84	1 4	1 325	21 9	2 830	46 8	1 808	26 9	4 239	70 1
Second year . . . . .	2 236	1 877	83 9	40	1 8	372	16 6	1 056	47 2	768	34 4	1 468	65 7
Third year . . . . .	238	212	89 1	10	4 2	56	23 5	1 104	43 7	68	28 6	1 170	71 4
Fourth year . . . . .													
Total . . . . .	9 689	7 805	80 6	c137	c1 6	c1 790	c20 6	c4 107	c46 8	c2 710	c31 0	6 560	67 7
SPANISH	43	35	81 4	b0	b0 0	b10	b29 4	b19	b55 9	b5	b14 7	30	69 7
First year . . . . .	264	200	75 8	18	6 8	59	22 3	100	37 9	37 9	23 0	177	67 0
Second year . . . . .	135	114	84 4	5	3 7	41	30 4	62	45 9	27	20 0	108	80 0
Third year . . . . .													
Total . . . . .	442	349	79 0	c23	c5 8	c110	c25 0	c181	c40 6	c119	28 6	315	71 3



<b>ITALIAN</b>		11	11	100 0	61	610 0	66	660 0	60	60 0	63	630 0	8	72.7
at first year	....	64	48	75.0	3	4 7	19	29 7	12	18 7	30	46.9	34	53.1
Second year	....													
Total	....	75	59	78 6	c4	c4 7	c25	c29 7	c12	c18 7	c33	c46 9	42	56 0
<b>HEBREW</b>		5	4	80 0	60	60 0	61	625 0	61	625 0	62	650 0	2	40 0
at first year	....	5	5	100 0	0	0 0	3	60 0	0	0 0	2	40 0	3	60 0
Second year	....													
Total	....	10	9	90 0	c0	c0 0	c4	c60 0	c1	c0 0	c4	c40 0	5	50 0
<b>LATIN</b>		615	432	70 2	16	2 6	84	13 7	241	39 2	274	44 5	341	55 5
Grammar	....	3 894	2 736	70 3	611	62 3	689	619 0	6231	649 4	6137	629 3	2 268	58 2
at first year	....	15 968	11 952	74 2	259	1 6	2 369	14 8	6 370	39 9	6 970	43 7	8 998	56 3
Second year	....	7 896	6 059	84 3	211	2 7	1 768	22 4	3 738	47 3	2 179	27 6	5 717	72 4
Third year	....	3 356	3 113	92 8	124	3 7	1 166	34 7	1 564	46 6	502	15 0	2 854	56 0
Fourth year	....	237	196	82 7	4	1 7	48	20 3	124	52 3	61	176	176	74 3
at elementary composition	....	290	250	86 2	6	2 1	80	27 6	118	40 7	86	29 6	204	70 4
Composition	....	187	169	90 4	29	15 5	76	40 6	40	21 4	42	22 5	145	77 5
Prose at sight	....	79	77	97 5	11	13 9	42	53 2	19	24 0	7	8 9	72	91 1
Verse at sight	....													
Total	....	32 522	25 584	78 7	c671	c2 3	c5 722	c19 7	c12 445	c42 7	c10 258	c35 3	20 775	63 9
<b>GREEK</b>		45	32	71 1	1	2 2	11	24 5	14	31 1	19	42 2	26	57 8
Grammar	....	26	19	73 1	60	60 0	61	6100 0	60	60 0	60	60 0	19	73 1
at first year	....	257	222	60 3	28	10 7	83	32 3	99	38 5	49	19 1	208	80 9
Second year	....	134	153	60 4	18	11 7	62	40 2	58	37 7	16	10 4	138	89 6
Third year	....	15	13	100 0	2	0 0	3	20 0	11	73 3	1	6 7	14	93 3
Composition	....	4	1	100 0	0	50 0	0	25 0	1	25 0	0	0 0	4	100 0
Prose at sight	....	1	1	100 0	0	0 0	0	0 0	1	100 0	0	0 0	1	100 0
Verse at sight	....													
Total	....	502	456	90 8	c47	c0 9	c161	c33 6	c184	c38 6	c85	c17 9	410	81 5
<b>MATHEMATICS</b>		476	329	69 1	620	4 2	81	17 0	117	24 6	253	54 2	218	45 8
Advanced arithmetic	....	38 357	27 930	72 8	6555	610 1	61 082	619 2	61 908	634 6	61 984	636 0	25 946	67 6
Elementary algebra	....	8 637	6 676	77 3	1 320	15 3	2 106	24 3	2 237	26 5	2 925	33 9	5 712	66 1
Intermediate algebra	....	1 414	1 190	84 2	195	13 8	353	25 0	415	29 3	2 451	31 9	963	63 1
Advanced algebra	....	25 763	19 502	75 7	2 575	10 0	5 433	21 1	8 351	31 6	9 904	37 3	16 159	62 7
Plane geometry	....	3 142	2 909	70 3	297	9 5	603	19 2	356	30 4	1 636	40 9	1 856	59 1
Solid geometry	....	1 473	2 098	67 8	213	14 5	261	17 7	350	25 8	1 649	44 1	824	55 9
Plane trigonometry	....	524	359	67 9	56	10 7	97	18 5	130	24 8	241	46 0	233	54 0
Sphere trigonometry	....													
Total	....	79 786	59 193	74 2	c5 231	c11 3	c9 906	c21 6	c14 314	c29 9	c17 398	37 2	51 961	65 1

a January 1912 examinations only.

b Number and per cent rated by Department.

c Exclusive of papers accepted at school ratings.

TABLE 3 (concluded)  
Statistics of academic examinations in the schools, January and June, 1912

SUBJECT	Num- ber of papers written	Num- ber of papers claimed	Per cent of papers written by schools	NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 90-100%		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 75-89%		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 60-74%		NUMBER AND PER CENT OF PAPERS WRITTEN REJECTED		TOTAL NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED	
				No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
				No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>SCIENCE</b>													
Chemistry.....	13 653	11 838	83 5	906	7 3	4 239	31 1	4 893	35 9	3 505	25 7	10 128	74 3
Physics.....	4 979	4 877	83 4	267	5 4	1 032	33 4	1 798	36 1	1 252	25 7	9 727	74 9
Biogeography.....	14 189	13 254	93 4	606	4 2	653	4 6	6706	44 4	6040	356 7	12 614	88 9
Elementary botany.....	6 189	5 669	91 6	12	0 1	678	10 8	6423	63 4	6730	69 2	4 379	67 7
Advanced botany.....	4 268	3 240	76 1	17	0 4	61	1 3	6171	20 5	46	33 4	3 267	77 6
Elementary zoology.....	4 263	3 570	83 7	615	14 5	6104	142 7	6385	64 7	632	3 3	3 267	77 6
Advanced zoology.....	4 131	3 115	75 4	9	0 2	61	1 3	6137	28 2	43	32 5	3 267	77 6
Physiology and hygiene.....	12 578	10 684	84 9	659	5 2	6501	52 0	61165	48 1	61 023	33 3	9 681	76 8
Physical geography.....	5 556	4 793	86 4	151	2 7	1 470	26 5	2 036	37 7	1 839	33 1	3 717	66 9
Total.....	61 980	53 173	85 8	61 542	65 8	68 610	630 5	611 577	636 2	69 439	627 5	47 704	76 9
<b>HISTORY AND SOCIAL SCIENCE</b>													
Ancient history, 3 hr.....	6 437	5 278	81 4	219	3 4	906	15 4	3 463	53 4	1 900	27 8	4 678	72 2
Ancient history, 5 hr.....	11 459	8 897	77 4	447	3 9	2 328	20 3	5 203	45 4	3 481	30 4	7 978	69 6
Modern history I.....	1 487	1 317	88 6	118	7 9	489	32 0	684	44 7	316	14 5	1 271	85 5
Modern history II.....	1 189	1 161	97 6	12	1 0	35	2 9	67	5 6	716	36 7	1 114	60 3
History of Great Britain and Ireland, 3 hr.....	6 783	5 870	86 5	180	2 6	1 501	22 1	3 213	47 4	1 880	27 7	4 903	72 3
History of Great Britain and Ireland, 5 hr.....	5 453	4 404	80 8	82	1 5	908	16 7	2 631	48 3	1 832	33 5	3 621	66 5
American history with civics.....	12 636	11 006	87 1	394	3 1	3 136	25 2	5 821	46 1	3 235	25 6	9 401	74 4
Civics.....	12 649	11 512	91 0	36	0 3	134	20 7	5276	42 5	3 209	32 9	440	67 8
Economics.....	1 201	1 069	87 3	50	4 2	293	24 8	655	43 7	328	27 3	873	72 7
Total.....	46 344	38 484	83 0	1 541	3 3	9 875	21 3	21 863	47 2	13 065	28 2	33 279	71 8
<b>COMMERCIAL SUBJECTS</b>													
Elementary bookkeeping.....	8 900	6 923	77 8	645	6 4	6723	62 4	61 081	636 0	61 053	635 1	5 870	65 9
Advanced bookkeeping and business practice.....	1 825	1 406	77 0	115	6 3	428	23 5	1 485	26 6	707	43 6	1 028	56 4
Commercial arithmetic.....	5 218	3 136	60 1	168	3 2	725	13 9	1 207	23 1	3 120	59 8	2 098	40 2
Commercial law.....	1 507	1 307	86 7	629	66 3	645	63 1	6149	632 3	6138	629 9	1 169	77 6
History of commerce.....	1 160	1 133	97 7	3	0 3	29	18 1	31	19 4	97	60 6	63	39 4
Commercial geography.....	3 216	2 768	86 1	665	63 5	6652	63 4	6690	636 9	6461	62 4	2 307	71 8

Commercial English and correspondence . . .	1 021	845	82 8	1	1	89	8 7	237	23 2	694	68 0	327	32 0
Business writing . . . . .	6 654	5 571	53 7	53	1 593	23 9	23 9	2 665	40 1	2 343	35 2	4 311	64 8
Shorthand I . . . . .	2 116	1 608	76 0	685	2 201	637 7	637 7	b128	624 0	6119	622 3	1 489	70 4
Shorthand II . . . . .	936	692	73 9	167	291	31 1	131	131	14 0	347	37 1	589	62 9
Typewriting . . . . .	1 964	1 641	83 6	162	694	35 4	35 4	516	26 3	592	30 1	1 372	69 9
Total . . . . .	33 517	26 030	77 7	c991	c5 569	c21 7	c21 7	c7 320	c29 6	c9 761	c44 9	20 623	61 5
DRAWING													
Elementary representation . . . . .	19 718	17 201	87 2	496	5 993	30 4	30 4	8 496	43 1	4 733	24 0	14 985	70 0
Advanced design . . . . .	1 461	1 332	91 2	52	481	32 9	32 9	1 579	39 6	349	23 9	1 112	70 1
Advanced representation . . . . .	2 924	2 617	89 5	97	872	29 8	29 8	1 240	42 4	715	24 5	2 209	75 5
Mechanical I . . . . .	4 551	3 745	81 8	326	1 847	40 3	40 3	1 169	25 5	1 239	27 1	3 342	72 9
Mechanical II . . . . .	971	748	77 0	46	344	35 4	35 4	220	22 7	361	37 2	610	62 8
Mechanical III . . . . .	130	117	90 0	10	60	46 2	46 2	42	32 3	18	13 8	112	86 2
Mechanical IV . . . . .	12	11	91 7	2	7	53 3	53 3	2	16 7	1	8 3	11	91 7
Architectural . . . . .	51	41	80 4	2	18	35 3	35 3	17	33 3	14	27 5	37	72 5
Total . . . . .	29 848	25 812	86 5	1 031	9 622	32 2	32 2	11 765	39 4	7 430	24 9	22 418	75 1
Psychology . . . . .	232	214	92 2	12	88	37 9	37 9	85	36 6	47	20 3	185	70 7
History of Education . . . . .	551	526	95 5	15	189	34 3	34 3	191	34 7	156	28 3	395	71 7
Total . . . . .	783	740	94 5	27	277	35 4	35 4	276	35 2	203	25 9	580	74 1
MUSIC													
Choral singing and rudiments . . . . .	2 246	1 834	81 7	484	818	36 4	36 4	502	22 4	442	19 7	1 804	80 3
Elementary harmony . . . . .	36	29	80 6	10	13	36 1	36 1	6	16 7	7	19 4	29	80 6
Advanced harmony and counterpoint . . . . .	16	15	93 8	6	8	50 0	50 0	1	6 3	1	6 2	15	93 8
Musical form and analysis . . . . .	28	24	85 7	9	10	35 7	35 7	5	17 9	4	14 3	24	85 7
Dictation and melody writing . . . . .	116	92	79 3	21	24	20 7	20 7	38	32 8	33	28 4	83	71 6
Acoustics and history of music . . . . .	43	36	83 7	9	12	27 9	27 9	15	34 9	7	16 3	36	83 7
Total . . . . .	2 485	2 030	81 7	539	885	35 6	35 6	567	22 8	404	19 9	1 991	80 1
Grand total . . . . .	392 252	319 582	81 5	c14 331	c71 930	c21 5	c21 5	c117 862	c34 7	c83 118	c39 6	279 035	71 1

b Number and per cent rated by Department.

c Exclusive of papers accepted at school ratings.

TABLE 4

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Adams H. S.	501	438	399	79.6	91.1
Adams Center U. S.	137	93	59	43.1	63.4
Addison H. S.	394	318	284	72.1	89.3
Afton H. S.	221	197	185	83.7	93.9
Akron H. S.	395	356	323	81.8	90.7
Albany H. S.	4 092	2 795	2 527	61.8	90.4
Albion H. S.	1 098	910	816	74.3	89.7
Alden H. S.	261	227	150	57.5	66.1
Alexander U. S.	57	41	31	54.4	75.6
Alexandria Bay H. S.	228	204	146	64.0	71.1
Allegany H. S.	227	203	191	84.1	94.1
Allentown U. S.	112	97	65	58.0	67.0
Almond H. S.	153	114	94	61.4	82.5
Altamont H. S.	386	325	293	75.9	90.2
Altmar U. S.	38	33	33	86.8	100.0
Amenia H. S.	266	153	103	38.7	67.3
Amityville H. S.	183	144	102	55.7	70.8
Amsterdam H. S.	1 327	1 123	1 079	80.5	96.0
Andover H. S.	234	175	136	58.1	77.7
Angola H. S.	348	262	190	57.2	80.0
Antwerp H. S.	264	192	158	59.8	82.8
Apalachin U. S.	14	10	9	64.3	90.0
Arcade H. S.	324	266	257	79.3	96.6
Ardsey U. S.	10	6	5	50.0	83.3
Argyle H. S.	133	109	78	58.6	71.5
Arkport U. S.	104	78	62	59.6	79.5
Arlington U. S.	48	38	38	79.2	100.0
Athens U. S.	68	58	49	72.1	84.5
Attica H. S.	428	363	277	64.5	76.3
Auburn H. S.	1 992	1 624	1 464	73.5	90.1
Ausable Forks U. S.	160	137	127	79.4	92.7
Avoca H. S.	229	153	123	53.7	80.4
Avon H. S.	343	204	183	53.4	89.7
Babylon H. S.	425	387	317	74.6	81.9
Bainbridge H. S.	190	159	149	78.4	93.7
Baldwin H. S.	103	90	79	76.7	87.8
Baldwinsville F. A.	564	395	354	62.8	89.6
Ballston Spa H. S.	499	329	228	55.7	69.3
Barker H. S.	187	144	117	62.6	81.3
Batavia H. S.	1 491	1 259	1 051	70.5	83.5
Bay Ridge H. S.	239	167	147	61.5	88.0
Bay Shore H. S.	294	281	272	92.5	96.8
Bayport U. S.	68	57	51	75.0	89.5
Bayville U. S.	10	5	5	50.0	100.0
Beaver Falls U. S.	52	47	44	84.6	93.6
Belfast H. S.	344	268	207	60.2	77.0
Belmont H. S.	244	176	146	59.8	83.0
Bergen H. S.	343	312	268	78.1	85.9
Berkshire U. S.	215	138	129	60.0	81.6
Berlin U. S.	250	162	115	46.0	71.0
Big Flats U. S.	78	66	57	73.1	86.4
Binghamton H. S.	2 903	2 279	2 066	71.2	90.7
Black River H. S.	206	197	166	80.6	84.3
Blasdell H. S.	127	99	70	55.1	70.7
Bloomingtondale U. S.	57	41	36	63.1	87.8
Bolivar H. S.	236	193	147	62.3	76.2
Bolton U. S. (Bolton Landing)	53	21	21	39.6	52.5
Bombay U. S.	109	92	65	59.6	70.7
Boonville H. S.	425	335	289	68.0	86.3
Bradford U. S.	60	50	44	73.3	79.5
Brasher and Stockholm H. S. (Brasher Falls)	185	114	79	42.7	69.3
Breesport U. S.	19	15	9	47.4	60.0
Brewster H. S.	300	220	157	52.3	71.4
Briarcliff U. S.	38	34	26	68.4	76.5
Bridgmanpton H. S.	111	93	77	69.4	82.8
Bridgewater U. S.	55	39	34	61.8	87.2
Broadalbin U. S.	122	96	88	72.1	91.7

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Brockport Normal, h. s. dep't . . .	494	404	384	77.5	95.0
Brocton H. S. . . . .	284	216	187	65.8	86.5
Bronxville U. S. . . . .	22	20	20	90.9	100.0
Brookfield H. S. . . . .	140	109	73	52.1	67.0
Brooklyn Boys H. S. . . . .	4 419	4 290	4 250	96.2	99.1
Brownville-Glen Park H. S. . . . .	187	144	125	66.8	86.8
Brushton H. S. . . . .	354	292	217	61.3	74.3
Bryant H. S. (Long Island City) . . . .	2 587	1 020	1 756	68.3	91.1
Buchanan U. S. . . . .	79	50	41	51.9	82.0
Buffalo Central H. S. . . . .	6 287	5 205	4 506	71.7	86.6
Burdett U. S. . . . .	134	97	59	44.0	60.8
Bushwick H. S. (Brooklyn). . . . .	1 735	1 176	1 127	64.9	95.8
Cairo U. S. . . . .	161	87	65	40.4	74.7
Caledonia H. S. . . . .	374	301	259	69.3	86.0
Callicoon U. S. . . . .	160	121	73	45.6	60.3
Cambridge H. S. . . . .	454	370	334	73.6	90.3
Camden H. S. . . . .	527	471	429	81.4	91.1
Camillus H. S. . . . .	176	153	134	76.1	81.0
Campbell U. S. . . . .	100	82	54	49.5	65.0
Canajoharie H. S. . . . .	357	273	248	69.5	90.8
Canandaigua A. S. . . . .	801	637	595	74.0	93.4
Canaseraga H. S. . . . .	281	207	160	56.9	77.3
Canastota H. S. . . . .	401	346	286	71.6	81.8
Candor H. S. . . . .	365	308	240	65.8	77.9
Canisteo H. S. . . . .	438	382	332	75.8	86.0
Canton H. S. . . . .	841	678	592	70.5	87.3
Cape Vincent H. S. . . . .	184	149	103	55.9	69.0
Carmel H. S. . . . .	206	148	122	59.2	82.4
Carthage H. S. . . . .	517	423	344	66.5	81.3
Cassadaga U. S. . . . .	95	76	57	60.0	75.0
Castile H. S. . . . .	108	94	86	79.6	91.5
Castleton U. S. . . . .	24	24	23	95.8	95.8
Cato H. S. . . . .	234	157	112	47.8	71.3
Catskill F. A. . . . .	591	437	385	65.1	88.1
Cattaraugus H. S. . . . .	550	437	395	71.8	90.3
Cayuga U. S. . . . .	26	25	15	57.7	60.0
Celoron H. S. . . . .	48	37	23	47.9	62.1
Center Moriches H. S. . . . .	129	113	83	64.3	73.5
Central Square H. S. . . . .	325	270	202	62.2	74.4
Central Valley U. S. . . . .	81	56	47	58.0	83.0
Champlain H. S. . . . .	128	120	92	71.9	76.7
Charlotte H. S. . . . .	231	192	180	77.8	93.8
Chateaugay H. S. . . . .	591	416	320	55.7	79.1
Chatham H. S. . . . .	505	461	426	84.2	92.4
Chaumont U. S. . . . .	70	60	57	81.4	95.0
Chautauqua H. S. . . . .	141	123	110	78.0	89.4
Chazy U. S. . . . .	35	31	24	67.1	77.4
Chenango Forks U. S. . . . .	89	65	55	61.8	84.6
Cherry Creek H. S. . . . .	293	218	161	54.9	73.9
Cherry Valley H. S. . . . .	293	216	127	53.1	58.8
Chester H. S. . . . .	267	177	133	49.8	75.1
Churchville H. S. . . . .	255	198	172	67.5	86.9
Cincinnati U. S. . . . .	170	124	88	51.8	71.0
Clayton H. S. . . . .	347	321	286	82.4	89.1
Clayville H. S. . . . .	111	88	81	73.0	92.0
Cleveland U. S. . . . .	140	106	93	66.4	87.7
Clifton Springs H. S. . . . .	320	262	225	70.3	85.9
Clinton H. S. . . . .	470	326	287	61.1	88.0
Clyde H. S. . . . .	382	319	254	66.5	79.3
Clymer U. S. . . . .	158	110	60	43.7	62.7
Cobleskill H. S. . . . .	601	632	584	84.5	92.4
Coeysmans H. S. . . . .	132	70	42	31.8	60.0
Cohocton H. S. . . . .	245	161	127	51.8	77.4
Cohocton Center U. S. . . . .	141	131	118	83.7	90.1
Collins U. S. . . . .	282	198	146	51.8	73.7
Colton U. S. . . . .	2 727	2 219	1 990	73.0	89.7
Commercial H. S. (Brooklyn). . . . .	25	25	20	80.0	80.0
Congers U. S. . . . .	172	146	107	62.2	73.3
Constableville U. S. . . . .					

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Cooperstown H. S. ....	324	273	268	82.7	98.2
Copenhagen H. S. ....	232	190	163	70.3	85.8
Corfu H. S. ....	160	141	112	66.3	79.4
Corinth H. S. ....	479	373	306	63.9	82.0
Corning F. A. ....	I 040	830	750	72.1	90.4
Cornwall H. S. ....	256	213	161	62.9	75.6
Cornwall-on-Hudson H. S. ....	160	143	123	72.8	86.0
Cortland H. S. ....	908	864	705	70.8	81.6
Cortland Normal, h. s. dep't. ....	368	312	279	75.8	89.4
Coxsackie H. S. ....	258	203	180	69.8	88.7
Croton U. S. ....	260	166	105	40.4	63.2
Crown Point U. S. ....	121	94	71	58.7	75.5
Cuba H. S. ....	291	213	175	60.1	82.1
Curtis H. S. (New Brighton) ....	I 525	I 372	I 322	86.7	96.4
Dalton U. S. ....	84	71	51	60.7	71.8
Dannemora U. S. ....	64	59	50	78.1	84.7
Dansville H. S. ....	331	292	274	82.5	93.8
Dayton U. S. ....	68	61	43	63.2	70.5
DeKalb Junction U. S. ....	63	47	44	69.8	93.6
Delaware A. & U. S. (Delhi) ....	459	404	334	72.8	82.7
Delaware Literary Inst. & U. S. (Franklin) ....	248	232	180	72.6	77.6
Delevan H. S. ....	401	380	309	77.1	81.3
Depew H. S. ....	395	323	278	70.4	86.1
Deposit H. S. ....	372	339	294	79.0	86.7
DeRuyter H. S. ....	275	249	179	64.4	71.1
DeWitt Clinton H. S. (New York) ....	7 866	6 227	6 198	78.8	99.5
Dexter H. S. ....	380	343	287	75.5	83.7
Dickinson U. S. ....	52	40	28	53.8	70.0
Dobbs Ferry H. S. ....	142	123	112	78.9	91.1
Doyleville H. S. ....	373	306	260	69.7	83.7
Dover Plains U. S. ....	70	52	45	64.3	86.5
Downsville H. S. ....	131	119	100	76.3	84.0
Doyle U. S. ....	21	15	13	61.9	86.7
Drum Hill H. S. (Peekskill) ....	647	597	558	86.2	93.5
Dryden H. S. ....	209	165	131	62.7	79.4
Dundee H. S. ....	309	287	234	63.4	81.5
Dunkirk H. S. ....	I 041	969	933	89.6	96.3
Earlville H. S. ....	201	150	138	68.6	92.0
East Aurora H. S. ....	535	490	450	84.1	91.8
East Bloomfield H. S. ....	416	389	353	84.9	90.7
East Hampton H. S. ....	219	196	184	84.0	94.4
East Islip U. S. ....	86	41	25	29.1	60.9
East Pembroke H. S. ....	120	90	82	68.3	91.1
East Randolph U. S. ....	89	79	67	75.3	84.8
East Rochester H. S. ....	262	194	163	62.2	84.0
East Rockaway U. S. ....	16	12	7	43.8	58.3
East Springfield U. S. ....	95	67	47	49.5	70.1
East Syracuse H. S. ....	641	454	413	64.4	91.0
East Worcester U. S. ....	76	62	47	61.8	75.8
Eastern District H. S. (Brooklyn) ....	6 069	5 227	5 057	83.3	96.7
Eaton U. S. ....	129	124	96	74.4	77.4
Eden U. S. ....	123	93	78	63.4	83.8
Edmeston H. S. ....	153	138	126	82.4	91.3
Edwards U. S. ....	96	74	60	62.5	81.1
Egberts H. S. (Cohoes) ....	664	494	415	62.5	84.0
Elba H. S. ....	151	125	105	69.5	84.0
Elbridge H. S. ....	124	103	68	54.8	66.0
Elizabethtown H. S. ....	171	133	114	66.7	85.7
Ellenburg Depot U. S. ....	102	73	49	48.0	67.1
Ellenville H. S. ....	812	739	642	79.1	86.9
Ellicottville H. S. ....	482	356	260	53.9	73.0
Ellington H. S. ....	279	164	142	50.9	86.6
Elmira F. A. ....	2 533	2 167	2 056	81.2	94.4
Elmira Heights H. S. ....	202	181	149	71.3	82.3
Erasmus Hall H. S. (Brooklyn) ....	8 052	6 285	6 041	75.0	96.1
Erieville U. S. ....	67	39	27	40.3	69.2
Essex H. S. ....	81	46	32	39.5	69.6

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Evans Mills U. S. ....	159	117	85	53.5	72.7
Fabius H. S. ....	121	108	79	65.3	73.1
Fair Haven H. S. ....	127	113	87	68.5	77.0
Fairport H. S. ....	555	482	428	77.1	88.8
Falconer H. S. ....	297	233	196	65.9	84.1
Far Rockaway H. S. ....	673	603	539	80.1	89.4
Fayetteville H. S. ....	191	177	144	75.4	81.4
Felts Mills U. S. ....	102	83	56	54.9	67.5
Fillmore H. S. ....	206	190	164	79.6	86.3
Findley Lake U. S. ....	95	81	70	73.7	86.4
Fishkill U. S. ....	27	24	17	63.0	70.8
Fishkill-on-Hudson H. S. ....	195	160	128	65.6	80.0
Flushing H. S. ....	I 460	I 289	I 222	83.2	94.8
Fonda H. S. ....	261	242	228	87.3	94.2
Forestport U. S. ....	67	45	29	43.3	64.4
Forestville F. A. ....	455	406	365	80.2	89.9
Fort Ann U. S. ....	160	153	143	89.4	93.5
Fort Covington H. S. ....	260	206	148	56.9	71.8
Fort Edward H. S. ....	252	194	160	67.1	87.1
Fort Plain H. S. ....	340	241	202	59.4	83.8
Frankfort H. S. ....	339	299	282	83.2	94.3
Franklin A. (Malone) ....	I 016	806	739	72.7	91.7
Franklin A. & Prattsburg H. S. (Prattsburg) ....	280	215	161	57.5	74.9
Fredonia Normal, h. s. dep't. ....	675	589	563	83.4	95.6
Freedom U. S. ....	47	43	28	59.6	65.1
Freeport H. S. ....	852	691	627	73.6	90.7
Freeville H. S. ....	103	70	62	60.2	88.5
Frewsburg H. S. ....	201	158	148	73.6	93.7
Friendship H. S. ....	388	319	286	73.7	89.7
Fulton H. S. ....	I 022	768	670	65.6	87.2
Fultonville H. S. ....	115	98	84	73.0	85.7
Gainesville H. S. ....	94	82	63	67.0	76.8
Galway U. S. ....	93	75	60	64.5	80.0
Gardenville H. S. ....	118	110	105	88.1	95.5
Geneseo Normal, h. s. dep't ....	440	339	299	68.0	82.0
Geneva H. S. ....	I 406	I 202	I 099	78.2	91.4
Georgetown U. S. ....	70	59	33	47.1	55.9
Gerry U. S. ....	52	40	29	55.8	72.5
Gilbertsville H. S. ....	206	154	139	66.5	89.0
Gills H. S. (Brooklyn) ....	7 144	6 613	6 327	91.4	98.7
Glen Cove H. S. ....	633	499	442	69.8	88.6
Glen Falls H. S. ....	884	825	794	89.8	96.2
Gloversville H. S. ....	I 469	I 230	I 098	74.7	89.3
Goshen H. S. ....	410	355	270	65.9	76.1
Gouverneur H. S. ....	I 194	985	911	76.4	92.5
Gowanda H. S. ....	234	192	176	75.2	91.7
Granville H. S. ....	580	453	381	65.7	84.1
Great Neck H. S. ....	269	196	164	61.0	83.7
Great Valley U. S. ....	168	90	76	45.2	84.4
Greene H. S. ....	379	315	269	71.0	85.4
Greenport H. S. ....	399	309	245	61.4	79.3
Greenville F. A. ....	127	109	103	81.1	94.5
Greenwich H. S. ....	453	339	311	68.7	91.7
Greenwood U. S. ....	120	108	91	75.8	84.3
Griegsleville H. S. ....	227	191	173	76.2	90.6
Griffin-Fleischmanns H. S. (Griffin Corners) ....	178	149	133	74.7	89.3
Griffith Inst. and U. S. (Springville) ..	795	741	655	82.5	88.4
Groton H. S. ....	265	227	202	76.2	89.0
Groveland U. S. ....	105	78	59	56.2	75.6
Gunford U. S. ....	145	144	86	59.3	59.7
Hailesboro U. S. ....	29	23	19	65.5	82.6
Haldane H. S. (Cold Spring) ....	184	99	81	44.0	81.8
Hamburg H. S. ....	430	346	298	67.9	86.1
Hamilton H. S. ....	325	241	221	68.0	91.7
Hammond U. S. ....	162	121	105	64.8	86.8
Hammondsport H. S. ....	383	344	316	82.5	91.9

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Hancock H. S. ....	435	373	329	75.6	88.2
Hannibal H. S. ....	247	238	165	67.6	69.3
Harriman U. S. (Turner) .....	99	95	56	56.6	58.9
Harrison U. S. ....	191	144	104	54.5	72.2
Harrisville H. S. ....	164	133	117	71.3	88.0
Hartford U. S. ....	110	104	80	72.7	76.9
Hartwick U. S. ....	177	133	98	55.4	73.9
Hastings-on-Hudson H. S. ....	249	230	213	85.5	92.6
Haverling H. S. (Bath) .....	652	533	458	70.2	85.9
Haverstraw H. S. ....	495	483	415	83.8	85.9
Hemlock U. S. ....	35	35	17	48.6	48.6
Hempstead H. S. ....	294	257	236	80.3	91.8
Henderson U. S. ....	147	101	83	56.6	82.2
Herkimer H. S. ....	752	651	587	78.1	90.2
Herkimer H. S. ....	170	133	104	61.2	78.2
Heuvelton U. S. ....	165	127	83	50.3	65.4
Hicksville U. S. ....	42	37	35	83.3	94.6
High School of Commerce (New York)	101	92	81	80.2	88.0
Highland H. S. ....	244	215	184	75.4	89.3
Highland Falls H. S. ....	479	411	298	62.2	72.0
Hillsdale U. S. ....	173	150	118	68.2	78.7
Hilton H. S. ....	247	203	155	62.8	76.4
Hilton Memorial H. S. (Andes) .....	161	126	90	55.9	71.4
Hinsdale U. S. ....	116	88	67	57.8	76.1
Hobart H. S. ....	194	137	121	62.4	81.0
Holland U. S. ....	234	184	121	51.7	65.8
Holland Patent H. S. ....	241	211	171	71.0	81.0
Holley H. S. ....	410	356	345	84.1	96.9
Homer A. & U. S. ....	452	396	391	86.5	98.7
Honeoye H. S. ....	126	101	85	67.4	84.2
Honeoye Falls H. S. ....	431	350	299	69.4	85.4
Hoosick Falls H. S. ....	767	616	524	68.3	85.1
Hornell H. S. ....	I 477	I 230	I 057	71.0	83.9
Horseheads H. S. ....	608	437	345	56.7	78.9
Hudson H. S. ....	651	510	421	64.7	82.5
Hudson Falls H. S. ....	535	448	400	74.8	89.3
Hunt Memorial S. (Freeville) .....	161	122	90	55.9	73.8
Hunter H. S. ....	133	112	88	66.2	78.6
Huntington H. S. ....	672	606	513	76.3	84.7
Hyde Park U. S. ....	36	22	17	47.2	77.3
Iion H. S. ....	717	684	624	87.0	91.2
Indian Lake U. S. ....	137	97	80	65.0	91.8
Interlaken H. S. ....	148	148	130	87.8	87.8
Irondequoit U. S. ....	28	28	28	100.0	100.0
Irvington H. S. ....	346	285	263	76.0	92.3
Islip H. S. ....	447	299	277	62.0	92.6
Ithaca H. S. ....	2 007	I 600	I 461	72.8	91.3
Jamaica H. S. ....	2 504	2 066	I 930	77.0	93.4
Jamestown H. S. ....	2 680	2 347	2 215	82.6	94.4
Jamesville H. S. ....	218	151	90	41.2	59.6
Jefferson H. S. ....	162	117	87	53.7	74.4
Jeffersonville U. S. ....	128	100	63	49.2	63.0
Johnstown H. S. ....	I 062	828	788	74.2	95.2
Jordan P. A. ....	225	188	155	68.8	82.4
Katonah H. S. ....	253	199	154	60.9	77.4
Keeseville H. S. ....	169	126	97	57.4	77.0
Kendall U. S. ....	119	97	91	76.5	93.8
Kenmore U. S. ....	172	126	93	54.1	73.8
Kinderhook U. S. ....	45	34	24	53.3	70.6
Kingston F. A. ....	I 320	I 119	937	71.0	83.7
Knowlesville U. S. ....	113	86	61	54.0	70.9
Knoxboro U. S. ....	102	69	38	37.2	55.1
Lackawanna H. S. ....	354	282	260	73.4	92.2
LaFargeville U. S. ....	99	82	76	78.8	92.7
Lafayette H. S. (Buffalo) .....	8 380	6 909	6 244	74.5	90.4
LaFayette U. S. ....	133	123	102	76.7	82.9
Lake George U. S. ....	100	88	74	74.0	84.1
Lake Placid H. S. ....	224	198	164	73.2	82.8



TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Lakewood H. S.	261	227	182	69.7	80.2
Lancaster H. S.	202	162	155	76.7	95.7
Lansingburg H. S.	886	752	657	74.2	87.4
Laurens U. S.	75	65	60	80.0	92.3
Lawrence H. S.	426	348	286	67.1	81.6
Leavenworth Inst. & Wolcott H. S. (Wolcott)	557	440	388	69.7	88.2
Leonardsville U. S.	173	124	82	47.4	66.1
LeRoy H. S.	640	502	417	64.3	83.1
Lestershire H. S.	390	295	242	62.1	82.0
Lewiston U. S.	91	77	67	74.7	87.0
Liberty H. S.	562	421	391	69.6	92.9
Limestone H. S.	180	155	118	65.5	76.1
Lindenhurst U. S.	66	29	18	27.2	62.1
Little U. S.	70	60	40	57.1	66.7
Little Falls H. S.	804	676	632	78.6	93.5
Little Valley H. S.	191	145	119	62.3	82.1
Liverpool U. S.	237	174	147	62.0	84.5
Livingston Manor U. S.	126	102	94	74.6	92.2
Livonia H. S.	309	270	244	79.0	90.4
Lockport H. S.	982	846	781	80.0	93.0
Lodi U. S.	35	15	9	25.7	60.0
Long Lake U. S.	60	46	34	56.7	73.9
Ludlowville U. S.	90	71	67	74.4	94.4
Luzerne H. S.	214	160	136	63.6	85.0
Lynbrook H. S.	294	250	216	73.5	86.4
Lyndonville H. S.	305	236	194	63.6	82.2
Lyons Mountain U. S.	75	56	33	44.0	58.9
Lyons H. S.	564	418	376	66.7	90.0
Lyons Falls H. S.	182	121	99	54.4	81.8
Lysander U. S.	44	32	30	68.2	93.8
Macedon H. S.	183	120	92	50.3	76.7
McGrawville H. S. (McGraw)	186	155	106	57.0	68.4
Macias H. S.	246	217	169	68.7	77.0
McLean U. S.	28	20	13	46.4	65.1
Madison U. S.	59	46	41	69.5	89.8
Madrid H. S.	161	138	128	79.5	92.6
Mahopac U. S.	93	70	34	36.5	48.3
Mamaroneck H. S.	515	376	347	67.4	92.3
Manchester H. S.	200	155	135	67.5	87.1
Manhasset U. S.	15	15	12	80.0	80.0
Manlius H. S.	463	380	250	54.0	65.8
Mannsville U. S.	47	34	22	46.8	64.7
Manual Training H. S. (Brooklyn)	7 848	6 520	6 029	76.8	92.5
Marathon H. S.	249	172	146	58.6	84.9
Marcellus H. S.	351	255	218	62.1	85.5
Margaretville H. S.	313	233	192	61.3	82.4
Marion H. S.	140	100	87	62.1	87.0
Marion U. S.	144	101	59	41.0	58.6
Massena H. S.	547	459	425	77.7	92.1
Masten Park H. S. (Buffalo)	8 118	6 091	6 031	74.3	90.1
Matteawan H. S.	333	247	216	64.9	87.4
Mattituck U. S.	91	68	67	73.0	98.5
Mayfield U. S.	35	18	17	48.6	94.4
Mayville H. S.	293	241	193	65.9	86.1
Mechanicville H. S.	446	332	286	64.1	86.1
Medina H. S.	745	550	497	66.7	90.4
Meridan U. S.	17	16	14	82.4	87.5
Mexico A. & H. S.	470	340	288	61.3	84.7
Middle Granville U. S.	137	112	79	57.7	76.5
Middleburg H. S.	275	241	211	76.7	87.6
Middlebury A. & U. S.	160	152	128	75.7	84.2
Middleport H. S.	578	530	470	81.3	88.7
Middlesex U. S.	85	73	50	58.8	68.5
Middletown H. S.	1 145	1 061	1 016	88.7	95.8
Middleville H. S.	103	95	78	75.7	82.1
Milford H. S.	141	110	100	70.9	84.0
Millbrook Memorial S.	578	530	471	81.5	88.9

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Millerton H. S. ....	151	121	113	74.8	93.4
Mineola U. S. ....	238	171	149	62.6	87.1
Minetto U. S. ....	40	32	32	80.0	100.0
Mineville H. S. ....	174	151	109	62.6	72.2
Minoa U. S. ....	50	32	21	42.0	65.6
Mohawk H. S. ....	202	190	175	86.6	92.1
Molra H. S. ....	105	89	75	71.4	84.3
Monroe U. S. ....	161	138	102	63.3	73.9
Montgomery H. S. ....	162	137	119	73.4	86.9
Monticello H. S. ....	722	504	419	58.0	83.1
Moore H. S. ....	320	250	198	61.8	79.2
Moravia H. S. ....	323	291	236	73.1	81.1
Morris H. S. ....	105	123	108	65.4	87.8
Morris H. S. (New York) ..	8 841	7 552	7 296	82.5	96.6
Morrisonville U. S. ....	78	75	70	89.7	93.3
Morristown U. S. ....	116	108	97	83.6	89.8
Morrisville H. S. ....	125	89	70	56.0	78.6
Moscow U. S. ....	105	83	77	73.3	92.8
Mount Kisco H. S. ....	230	202	170	73.9	84.2
Mount Morris H. S. ....	331	245	215	64.9	87.8
Mount Upton U. S. ....	112	94	62	55.4	66.0
Mount Vernon H. S. ....	2 400	2 085	1 950	81.3	93.5
Munnsville U. S. ....	146	125	77	52.7	61.6
Mynderse A. (Seneca Falls) ..	593	503	438	73.9	87.1
Naples H. S. ....	380	294	206	54.2	70.1
New Berlin H. S. ....	225	204	170	75.6	83.3
New Hartford H. S. ....	305	248	226	74.1	91.1
New Paltz Normal, h. s. dept.	577	442	406	70.2	91.9
New Rochelle H. S. ....	1 771	1 555	1 452	82.0	93.4
New Woodstock U. S. ....	104	77	56	53.8	72.7
New York Mills U. S. No. 1. ....	16	16	13	81.3	81.3
New York Mills U. S. No. 2. ....	13	11	4	30.8	36.3
New York State Normal Col., h. s. dept (Albany) ..	664	515	442	66.6	85.8
Newark H. S. ....	595	502	444	74.1	88.6
Newark Valley H. S. ....	306	246	211	69.0	85.8
Newburgh F. A. ....	1 193	996	908	76.1	91.2
Newcomb U. S. ....	76	69	32	42.1	46.4
Newfield H. S. ....	122	111	98	80.3	88.3
Newport H. S. ....	281	225	105	37.4	46.7
Newtown H. S. (Elmhurst) ..	2 156	1 840	1 770	82.1	96.2
Niagara Falls H. S. ....	2 353	2 032	1 741	73.9	85.7
Nichols H. S. ....	105	90	73	69.5	81.1
Norfolk U. S. ....	113	100	53	46.9	53.0
N. Y. C. Normal Col., h. s. dept.	2 206	2 087	2 046	92.7	98.0
North H. S. (Syracuse) ..	1 231	968	907	73.7	93.7
North Bangor U. S. ....	75	62	50	66.7	80.6
North Brookfield U. S. ....	62	48	25	40.3	52.1
North Cohocton & Atlanta U. H. S.	237	172	134	56.5	77.9
North Collins H. S. ....	302	236	184	60.9	77.9
North Lawrence U. S. ....	134	119	72	53.7	60.5
North Rose U. S. ....	41	36	34	82.9	94.4
North Tarrytown H. S. ....	287	229	192	66.9	83.8
North Tonawanda H. S. ....	764	686	626	81.9	91.1
Northcreek H. S. ....	333	208	147	44.1	70.7
Northport H. S. ....	410	351	258	62.9	73.5
Northside H. S. (Corning) ..	694	534	392	56.5	73.4
Northville H. S. ....	215	187	167	77.7	89.3
Norwich H. S. ....	1 075	929	850	79.1	91.5
Norwood H. S. ....	292	258	217	74.2	84.1
Nunda H. S. ....	184	117	98	53.3	83.8
Nyack H. S. ....	622	553	508	81.7	91.9
Oakfield H. S. ....	326	273	195	59.8	71.4
Oakside H. S. (Peekskill) ..	553	389	346	62.6	89.0
Ocean Side H. S. ....	143	94	81	56.6	86.2
Odessa U. S. ....	71	44	33	46.5	75.0
Ogdensburg F. A. ....	961	663	572	59.5	86.0
Old Forge U. S. ....	104	75	70	67.3	93.0

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and  
June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Olean H. S. ....	I 546	I 215	I 106	71.5	91.0
Oneida H. S. ....	870	750	686	79.0	92.3
Oneonta H. S. ....	I 122	976	880	78.4	90.2
Oneonta Normal, h. s. dep't ..	45	26	23	51.1	88.5
Onondaga F. A. (Onondaga Valley) .	409	334	309	75.5	92.5
Ontario H. S. ....	241	204	172	71.4	84.3
Orchard Park H. S. ....	127	100	68	53.5	68.0
Orient U. S. ....	20	8	5	25.0	62.5
Oriskany U. S. ....	89	73	64	71.9	87.7
Oriskany Falls U. S. ....	110	92	63	57.3	68.5
Ossining H. S. ....	797	707	655	82.2	92.6
Oswegatchie U. S. ....	108	80	25	23.1	31.3
Oswego H. S. ....	2 162	I 771	I 581	73.1	89.2
Oswego Normal, h. s. dep't ..	390	271	218	56.0	80.4
Otsego H. S. ....	93	82	76	81.7	92.7
Ovid H. S. ....	472	366	279	59.1	76.2
Owego F. A. ....	671	568	5.0	79.0	93.3
Oxford A. & U. S. ....	284	233	204	71.8	87.5
Oyster Bay H. S. ....	418	301	254	60.8	84.4
Painted Post H. S. ....	168	128	101	60.1	80.5
Palatine Bridge U. S. ....	151	142	97	64.2	68.3
Palmira Classical H. S. ....	384	341	304	79.2	88.4
Panama U. S. ....	78	66	31	39.7	46.9
Parish H. S. ....	243	195	124	51.0	63.6
Parishville U. S. ....	207	153	136	65.7	88.8
Parker H. S. (Clarence) ..	282	249	203	72.0	81.5
Patchogue H. S. ....	I 057	782	601	57.0	76.9
Patterson U. S. ....	114	79	69	60.5	88.7
Pavilion U. S. ....	50	30	26	52.0	86.7
Pawling H. S. ....	215	174	109	50.7	62.6
Pearl River H. S. ....	94	72	67	71.3	93.1
Penfield U. S. ....	70	64	43	61.4	67.2
Penn Yan A. ....	942	790	673	72.5	85.2
Perry H. S. ....	703	594	484	68.8	81.5
Peru U. S. ....	165	131	82	49.7	62.6
Peterboro U. S. ....	56	38	33	58.9	86.8
Phelps U. & Classical S. ....	226	194	178	78.8	91.8
Philadelphia H. S. ....	220	177	147	66.8	83.1
Philmont U. S. ....	118	98	81	68.6	82.7
Phoenix H. S. ....	372	295	243	65.3	82.4
Pierson H. S. (Sag Harbor) .	460	427	377	82.0	88.3
Pike Seminary H. S. ....	135	121	96	71.0	79.3
Pittsford H. S. ....	345	260	199	57.7	76.5
Plainville U. S. ....	43	34	19	44.2	55.9
Plattsburg H. S. ....	660	547	511	77.4	93.4
Plattsburg Normal, h. s. dep't. ....	320	265	237	74.1	89.4
Pleasantville H. S. ....	383	282	263	68.7	93.3
Poland H. S. ....	186	160	130	69.9	81.3
Polytechnic Preparatory S. (Brooklyn)	623	476	402	74.2	97.1
Pompey U. S. ....	62	44	36	58.6	81.8
Port Byron H. S. ....	334	265	221	66.2	83.4
Port Chester H. S. ....	I 088	896	760	69.9	84.8
Port Henry H. S. ....	289	215	162	56.1	75.3
Port Jefferson H. S. ....	457	396	288	63.0	72.7
Port Jervis H. S. ....	I 132	I 032	856	75.6	82.9
Port Leyden H. S. ....	120	102	73	60.8	71.6
Port Washington H. S. ....	225	210	193	85.8	91.9
Portville H. S. ....	254	233	194	76.4	83.3
Potsdam H. S. ....	46	40	28	60.9	70.0
Potsdam Normal, h. s. dep't ..	905	802	728	80.4	90.8
Poughkeepsie H. S. ....	2 513	2 001	I 818	72.3	90.9
Pulaski A. & U. S. ....	464	303	233	50.2	76.9
Pulteney U. S. ....	51	42	39	76.5	92.9
Randolph H. S. ....	260	222	213	81.5	96.0
Ravena H. S. ....	394	297	248	62.9	83.5
Red Creek H. S. ....	86	79	70	81.4	88.6
Red Hook H. S. ....	194	157	127	65.5	80.9
Redwood U. S. ....	125	87	74	59.2	85.1

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Remsen H. S. ....	158	123	65	41.1	52.8
Rensselaer H. S. ....	659	581	401	70.0	79.3
Rensselaer Falls U. S. ....	79	45	29	36.7	64.4
Rhinebeck H. S. ....	272	244	197	72.4	80.7
Richburg U. S. ....	109	93	73	67.0	78.5
Richfield Springs H. S. ....	386	297	202	67.9	88.2
Richmond Hill H. S. ....	I 720	I 403	I 354	78.7	96.5
Richmondville H. S. ....	151	113	90	63.6	85.0
Richville U. S. ....	58	45	34	58.6	75.6
Ripley H. S. ....	107	158	142	85.0	89.9
Riverhead H. S. ....	530	436	358	67.5	82.1
Rochester H. S., East .....	I 518	I 212	I 100	72.5	90.8
Rochester H. S., West .....	2 011	I 346	I 183	58.8	87.9
Rome F. A. ....	I 265	I 035	897	70.9	86.7
Roscoe U. S. ....	229	194	153	66.8	78.9
Roslyn H. S. ....	232	168	128	55.2	76.2
Rotterdam U. S. (Rotterdam Junction) ..	40	36	29	72.5	80.6
Round Lake U. S. ....	71	58	39	54.9	67.2
Round Point H. S. ....	132	93	72	54.5	77.4
Rowena Memorial S. (Palenville) ..	41	41	31	75.6	75.6
Roxbury H. S. ....	164	135	118	72.0	80.7
Rushford H. S. ....	273	224	171	62.6	76.3
Rushville H. S. ....	223	172	132	59.2	76.7
Russell U. S. ....	221	202	154	69.7	76.2
Rye H. S. ....	283	206	185	64.0	87.9
Rye Neck H. S. (Mamaroneck) ..	157	140	130	82.8	92.9
S. S. Seward Inst. (Florida) ..	123	105	73	59.3	69.5
Sacket H. S. (Sacket Harbor) ..	119	110	60	75.6	81.8
St. Johnsville H. S. ....	372	288	211	56.7	73.3
St. Regis Falls H. S. ....	266	237	200	78.6	88.2
Salamanca H. S. ....	601	537	478	79.5	89.0
Sandy Creek H. S. ....	285	277	232	81.4	83.8
Saranac Lake H. S. ....	431	348	318	73.8	91.4
Saratoga Springs H. S. ....	I 113	682	586	52.7	85.9
Sardinia U. S. ....	99	68	42	42.4	61.8
Saugerties H. S. ....	342	297	264	75.7	77.2
Sauquoit U. S. ....	98	68	43	43.9	63.2
Savannah H. S. ....	167	132	116	69.5	87.9
Savona H. S. ....	171	137	113	66.1	82.5
Sayville H. S. ....	266	220	204	76.7	89.1
Schaghticoke H. S. ....	143	110	83	58.0	75.5
Schenectady H. S. ....	3 873	2 242	2 071	53.5	92.4
Schenevus H. S. ....	398	284	242	60.8	85.2
Schoharie H. S. ....	206	165	133	59.7	74.5
Schroon Lake U. S. ....	149	111	77	51.7	69.4
Schuyler Lake U. S. ....	65	53	43	66.2	81.1
Schuylerville H. S. ....	296	278	259	87.5	93.2
Scio H. S. ....	99	88	71	71.7	80.7
Scotia H. S. ....	546	408	315	57.7	77.2
Scottsville H. S. ....	245	207	185	75.5	89.4
Seacliff H. S. ....	151	116	108	71.5	93.1
Setauket U. S. ....	36	32	23	63.9	71.9
Seymour Smith A. (Pine Plains) ..	306	247	169	55.2	68.4
Sharon Springs H. S. ....	127	104	77	60.6	74.0
Shelter Island U. S. ....	119	68	52	43.7	76.5
Sherburne H. S. ....	205	160	130	63.4	81.3
Sherman H. S. ....	282	226	207	73.4	91.6
Shortsville H. S. ....	210	189	175	83.3	92.6
Sidney H. S. ....	397	331	300	75.6	90.6
Silver Creek H. S. ....	450	351	287	63.8	81.8
Silver Springs H. S. ....	105	151	138	70.8	91.4
Sinclairville H. S. ....	124	108	97	78.2	89.8
Skaneateles H. S. ....	593	446	397	66.9	89.0
Slaterville Springs H. S. ....	82	63	52	63.4	82.5
Sloan U. S. ....	17	16	14	82.4	87.5
Smithville U. S. (Smithville Flats) ..	65	56	48	73.8	85.7
Smyrna U. S. ....	77	57	47	61.0	82.5
Sodus H. S. ....	309	250	232	75.1	92.8

TABLE 4 (continued)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Solvay H. S.	384	217	194	50.5	89.4
South Byron U. S.	4	3	1	25.0	33.3
South Dayton U. S.	332	243	146	41.0	60.1
South Glens Falls H. S.	188	159	141	75.0	88.7
South New Berlin U. S.	126	75	58	46.0	77.3
South Otsego H. S.	174	158	124	71.3	78.5
South Side H. S. (Rockville Center)	432	310	267	61.8	86.1
Southampton H. S.	390	320	292	74.9	91.3
Southold H. S.	178	115	106	59.6	92.2
Spencer H. S.	206	174	151	73.3	86.8
Spencerport H. S.	249	226	202	81.1	89.3
Spring Valley H. S.	597	519	416	69.7	80.2
Springfield Center U. S.	70	49	29	41.4	59.2
Springwater U. S.	53	40	35	66.0	87.5
Staatsburg U. S.	33	24	22	66.7	91.7
Stamford S. m. & U. S.	386	316	274	71.0	86.7
Stillwater H. S.	174	126	74	42.5	58.7
Stockton U. S.	71	52	45	63.4	86.5
Stony Point H. S.	132	98	73	55.4	74.5
Stonybrook U. S.	68	48	35	51.5	72.9
Stuyvesant H. S. (New York)	7 857	6 362	5 850	74.5	92.0
Suffern H. S.	533	457	392	73.5	85.8
Syracuse H. S.	4 269	3 442	3 262	76.4	94.7
Syracuse Technical H. S.	1 001	703	643	64.2	91.5
Tannersville U. S.	54	42	30	66.7	85.7
Tappan Zee H. S.	205	172	162	79.0	94.2
Technical H. S. of Buffalo	1 039	860	792	76.2	92.1
Ten Broeck F. A. (Franklinville)	295	227	195	66.1	85.9
Theresa H. S.	134	114	97	72.4	85.1
Three Mile Bay U. S.	135	115	93	68.9	80.9
Ticonderoga H. S.	703	465	313	44.5	67.3
Tioga Center U. S.	79	73	35	44.3	47.9
Tivoli U. S.	97	74	49	50.5	66.2
Tompkins Cove U. S.	99	47	46	46.5	97.9
Tonawanda H. S.	742	607	535	72.1	88.1
Trenton H. S.	95	80	61	64.2	76.3
Troupsburg U. S.	146	99	69	47.3	69.7
Troy H. S.	1 561	1 400	1 247	79.9	89.1
Trumansburg H. S.	434	392	223	51.4	56.8
Truxton U. S.	60	37	29	48.3	78.4
Tully H. S.	258	211	152	58.9	72.0
Tupper Lake H. S.	344	217	149	43.3	68.7
Turin U. S.	150	109	85	56.7	78.0
Tuxedo H. S. (Tuxedo Park)	114	99	84	73.7	86.9
Ulster F. A. (Rondout)	1 004	818	724	72.1	88.5
Unadilla H. S.	413	307	247	59.8	80.5
Unadilla Forks U. S.	37	35	16	43.2	45.7
Union-Endicott H. S. (Union)	343	296	253	73.8	85.5
Union Springs H. S.	238	161	130	54.6	80.7
Utica F. A.	2 658	2 073	1 894	71.3	91.4
Valatie H. S.	171	142	100	58.5	70.4
Valley Falls H. S.	266	126	103	38.7	81.7
Van Etten U. S.	99	81	66	66.7	81.5
Vernon H. S.	252	220	154	61.1	70.0
Verona H. S.	148	126	100	67.6	79.4
Victor H. S.	319	246	236	74.0	95.9
Waddington H. S.	278	234	137	49.3	58.5
Wadleigh H. S. (New York)	7 456	6 444	6 187	83.0	96.0
Walden H. S.	197	187	176	89.3	94.1
Wallkill U. S.	56	49	40	71.4	81.6
Walton H. S.	1 301	988	838	64.4	84.7
Walworth U. S.	72	64	55	76.4	85.9
Wappingers Falls U. S.	102	77	63	61.8	81.8
Warner H. S.	122	98	88	72.1	89.8
Warrensburg H. S.	331	270	223	67.4	82.6
Warsaw H. S.	426	356	332	77.9	93.2
Warwick Inst.	519	406	350	67.4	86.2
Washington A. (Salem)	306	243	221	72.2	90.9

TABLE 4 (concluded)

Statistics of academic examinations in the schools of the State, January and June 1912

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	NUMBER OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
Washington Irving H. S. (New York)	3 995	3 261	3 100	77.6	95.1
Washington Irving H. S. (Tarrytown)	588	493	398	67.7	86.0
Washingtonville U. S.	196	127	74	37.8	58.2
Waterford H. S.	412	228	190	46.1	83.3
Waterloo H. S.	524	445	386	73.6	86.8
Watertown U. S.	127	108	98	77.2	90.7
Watertown H. S.	1 433	1 350	1 299	90.6	95.8
Waterville H. S.	307	235	190	61.9	80.9
Watervliet H. S.	752	540	350	47.3	65.9
Watkins H. S.	608	468	379	62.3	81.0
Waverly H. S.	777	644	558	71.8	86.6
Waverly H. S. of Tuckahoe	161	126	97	60.2	77.0
Wayland H. S.	358	277	244	68.2	88.1
Webster H. S.	418	302	281	67.2	93.0
Weedsport H. S.	230	179	162	70.4	90.5
Wells U. S.	177	128	99	55.9	77.4
Wellsburg U. S.	24	23	22	91.7	95.7
Wellsville H. S.	708	600	537	75.8	89.5
West Carthage H. S.	234	212	189	80.8	89.2
West Chazy U. S.	50	50	40	71.4	80.0
West Hampton Beach H. S.	93	71	61	65.6	85.9
West Hebron U. S.	495	364	198	40.0	54.3
West Valley U. S.	136	114	70	51.5	61.4
West Winfield H. S.	275	218	182	66.2	83.5
Westbury U. S.	68	63	55	80.9	87.3
Westfield A. & U. S.	961	794	728	75.8	91.7
Westmoreland U. S.	66	57	49	74.2	85.9
Westport H. S.	273	216	197	72.2	91.2
White Plains H. S.	1 148	977	916	79.8	93.8
Whitehall H. S.	366	272	234	61.9	86.4
Whitesboro H. S.	164	132	108	65.9	81.8
Whitesville U. S.	147	135	118	80.3	87.4
Whitneys Point H. S.	297	260	246	82.8	94.6
Williamson H. S.	275	236	191	69.5	80.9
Williamsville H. S.	153	127	109	71.2	85.8
Willsboro H. S.	141	109	92	65.2	84.4
Wilson A. (Angelica)	337	248	159	47.2	64.1
Wilson H. S.	498	367	296	59.4	80.7
Windham H. S.	218	164	111	50.9	67.7
Windsor H. S.	272	180	149	54.8	82.8
Woodhull H. S.	85	74	65	76.5	87.8
Woodmere U. S.	61	50	42	68.0	84.0
Worcester H. S.	327	260	189	57.8	72.7
Yates H. S. (Chittenango)	173	96	72	41.6	75.0
Yonkers H. S.	3 189	2 913	2 774	87.0	95.2
Youngstown U. S.	76	71	45	59.2	63.4

TABLE 5

Statistics of academic examinations in the academies of the State, January and June 1912

ACADEMIES	PAPERS WRITTEN	PAPERS CLAIMED	NO. OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
A. M. Chesbrough Sem., North Chili...	183	161	104	57.4	64.6
A. of Mt St Ursula, Bedford Park .....	245	189	166	67.8	87.8
A. of Mt St Vincent, New York .....	430	406	335	76.8	82.5
A. of Sacred Heart, Syracuse .....	161	197	79	49.1	73.8
A. of St Joseph, Brentwood .....	246	180	167	67.9	92.8
A. of the Holy Names, Albany .....	482	402	289	60.0	71.4
A. of the Holy Names of Rome .....	238	186	117	49.2	62.9
Adelphi A., Brooklyn .....	269	230	212	78.8	92.2
Alfred A. ....	408	320	243	59.6	75.9
All Saints A., Manhattan .....	204	197	168	82.4	85.3
Assumption A. S., Syracuse .....	85	75	39	45.9	52.0
Augustinian A. of Carthage .....	256	181	98	38.3	54.1
Buffalo A. of the Sacred Heart .....	496	489	342	69.0	69.9
Cascadilla S., Ithaca .....	290	203	172	59.3	84.7
Cathedral A., Albany .....	335	274	223	66.6	84.3
Cathedral H. S., New York .....	698	581	508	72.8	87.4
Cazenovia Sem. ....	475	358	321	70.3	93.3
Chamberlain Military Inst., Randolph.	51	33	21	41.2	63.6
Champlain A., Port Henry .....	60	60	41	68.3	68.3
Christian Brothers A., Albany .....	177	148	102	57.6	68.9
Christian Brothers A., Syracuse .....	445	352	237	53.3	67.3
Col. of the City of N. Y., acad. dep't ..	700	632	567	81.0	89.7
Cook A., Montour Falls .....	260	176	124	47.7	70.5
DeLancey S., Geneva .....	36	36	34	94.4	94.4
DeVeaux S., Niagara Falls .....	96	68	53	55.2	77.9
D'Youville A., Plattsburg .....	149	135	102	68.5	75.5
Dickinson-Hurst S., Syracuse .....	40	34	29	72.5	85.3
Dominican A. S., New York .....	112	71	58	51.8	81.7
Friends A., Locust Valley .....	84	72	63	75.0	87.5
Garr Inst., Goshen .....	116	115	73	62.9	63.5
Genesee Wesleyan Sem., Lima .....	448	351	335	74.8	95.4
Glens Falls A. ....	165	129	109	66.1	84.5
Hartwick Sem., acad. dep't .....	227	143	113	49.8	78.0
Holy Angels A., Buffalo .....	440	368	283	64.3	76.9
Holy Angels Col. Inst., Buffalo .....	152	144	127	83.6	88.2
Holy Cross A. S., Albany .....	68	48	30	44.1	62.5
Holy Cross A. of Manhattan .....	529	437	380	71.8	88.2
Holy Ghost A. S., Tupper Lake .....	83	69	57	68.7	82.6
Houghton Wesleyan Methodist Sem. ....	333	287	255	76.6	88.5
Immaculate Heart A., Watertown .....	118	111	79	66.9	71.2
Inst. of Sisters of St Joseph, Buffalo ..	788	626	555	70.4	88.7
Keuka Inst., Keuka Park .....	128	99	78	60.9	78.8
Ladycliff A., Highland Falls .....	212	179	136	64.2	75.4
LaSalle A., New York .....	678	424	289	42.6	68.2
LaSalle Inst., Troy .....	749	494	295	39.4	59.7
Lowville A. ....	576	517	447	77.6	86.4
McAuley A. S., Keeseville .....	128	118	85	66.4	72.0
Mary Immaculate A. S., Buffalo .....	64	49	34	53.1	69.4
Mt Mercy A., Buffalo .....	362	290	222	61.3	76.6
Mt St Francis A., Peekskill .....	64	64	28	43.8	43.8
Mt St Mary's A., Newburgh .....	141	115	83	58.9	72.2
Nazareth A., Rochester .....	I 535	I 417	I 211	78.3	85.5
Oakwood Sem., Union Springs .....	373	285	252	67.6	88.4
Packard Collegiate Inst., Brooklyn ..	348	304	283	81.3	93.1
Palmer Inst. & Starkey Sem., Lakemont.	203	161	120	59.1	74.5
Queen of the Rosary A., Amityville ..	282	205	148	52.4	72.2
Sacred Heart A. S., Cohoes .....	28	20	10	35.7	50.0
St Agnes A. S., College Point .....	231	201	98	42.4	48.8
St Agnes Female Sem., Brooklyn .....	713	649	514	72.1	79.0
St Aloysius A., Rome .....	323	290	178	55.1	61.4
St Angela's Hall A., Brooklyn .....	144	118	90	62.5	76.3
St Ann's A. S., Albany .....	69	59	57	82.6	96.6
St Ann's A. S., Hornell .....	79	62	26	32.9	41.9
St Ann's A. S., New York .....	263	218	177	67.3	81.2
St Ann's A. S., Nvack .....	51	38	34	66.7	89.5
St Anthony's S., Syracuse .....	15	13	7	46.7	53.8
St Augustine's A. S., Brooklyn .....	169	130	93	55.0	71.5
St Augustine's A. S., Troy .....	363	267	146	40.2	54.7

TABLE 5 (concluded)

Statistics of academic examinations in the academies of the State, January and June 1912

ACADEMIES	PAPERS WRITTEN	PAPERS CLAIMED	NO. OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED
St Bernard's A., Cohoes .....	903	521	183	20 3	35.1
St Bridget's A. S., Buffalo .....	275	229	154	56 0	67.2
St Catherine's A. S., New York .....	145	130	116	80 0	89.2
St Clara's A. S., East Aurora .....	141	124	95	67 4	76.6
St Clare's S., Mount Hope .....	69	64	50	72 5	78.1
St Elizabeth's A., Allegany .....	226	195	185	81 9	94 9
St Faith's A., Saratoga Springs .....	13	11	5	38 5	45.5
St Francis A., Brooklyn .....	565	332	277	49 0	83.4
St Francis Xavier's A., Brooklyn .....	311	257	208	66 9	80 9
St Gabriel's A. of Manhattan .....	228	200	160	70 2	80 0
St Gabriel's S. of New York .....	274	193	103	37.6	53.4
St James A., Brooklyn .....	171	102	87	50 9	85 3
St John's A. S. of Senectady .....	157	123	91	57 9	74 0
St John's A., Albany .....	213	174	132	62 0	75 9
St John's A., Rensselaer .....	447	294	170	38.0	57.8
St John's Catholic A., Syracuse .....	158	133	80	50 6	60 1
St John's Military S., Manlius .....	40	39	28	70.0	71 8
St Joseph's A. S., Brasher Falls .....	209	153	111	53.1	72.5
St Joseph's A. S., Cohoes .....	148	103	61	41 2	59.2
St Joseph's A. S., Batavia .....	247	218	173	70 0	79.4
St Joseph's A. S., Senectady .....	375	315	229	61 1	72.7
St Joseph's A., Albany .....	449	260	177	39 4	68 1
St Joseph's A., Binghamton .....	209	175	119	56 9	68.0
St Joseph's A., Troy .....	853	575	325	38 1	56 5
St Joseph's A. & Industrial Female S., Lockport .....	297	256	186	62 6	72 7
St Joseph's A. of Malone .....	189	159	87	46 0	54.7
St Joseph's Col. Inst., Buffalo .....	653	394	255	39.1	64.7
St Lawrence A. of Manhattan .....	148	141	110	78 2	82.3
St Lucy's A., Syracuse .....	393	322	214	54 5	66 5
St Mary's A. S. of Olean .....	70	69	63	90.0	91 3
St Mary's A., Dunkirk .....	468	338	260	55 5	76.9
St Mary's A., Ogdensburg .....	447	342	241	53.9	70 5
St Mary's A. and Industrial Female S., of Buffalo .....	341	954	537	40.0	56.3
St Mary's A. of Glens Falls .....	900	704	551	61.2	78 3
St Mary's A. of Hoosick Falls .....	356	286	148	41 6	51.7
St Mary's A. of Hudson .....	127	104	51	40.2	49.8
St Mary's A. of Little Falls .....	560	303	242	43.2	66.7
St Mary's A., Strykersville .....	128	110	88	68 8	80 0
St Mary's Catholic Inst., Amsterdam .....	453	385	236	52.1	61.3
St Mary's H. S., Lancaster .....	348	289	214	61 5	74.0
St Michael's A. S., Troy .....	106	95	68	64.2	71.6
St Patrick's A. S., Watervliet .....	140	104	68	48.6	65.4
St Patrick's A. S., Cohoes .....	82	62	41	50.0	66.1
St Patrick's A. S., Rouses Point .....	39	23	13	33 3	56 5
St Patrick's A., Catskill .....	93	88	71	76.3	80.7
St Paul's A., Troy .....	114	104	72	63 2	69.2
St Peter's A. of Oswego .....	33	29	22	66.7	75.9
St Peter's A., Troy .....	317	234	128	40.4	54.7
St Stanislaus A. S., Keeseville .....	143	142	70	48 3	49 3
St Walburga's A., New York .....	116	102	86	74.1	84 3
Sallaz A. S., Redford .....	59	55	47	79 7	85 5
Sherman Col. Inst., Moriah .....	119	95	77	64.7	81.1
Sherwood Select S. of Sherwood .....	139	101	84	60 4	83.2
Staten Island A., New Brighton .....	46	30	26	56.5	86.7
The Father Leo Memorial S., Croghan .....	70	66	54	77.1	81.8
Troy A. .....	389	161	109	25 4	67.7
Union A. of Belleville .....	243	187	157	64 6	84.0
Ursuline A. S., Middletown .....	220	186	115	52.3	61.8
Ursuline A., New York .....	199	160	117	58.8	73.1
Ursuline Sem., New Rochelle .....	133	105	94	70.7	89.5
Utica Catholic A. .....	510	440	334	65.5	75.9
Watervliet A. .....	401	323	191	47 6	59.1
Westerleigh Col. Inst. .....	66	66	55	83 3	83 3
Western N. Y. Inst. for Deaf Mutes, Rochester .....	52	32	28	53 8	87.5



TABLE 6  
Academic examinations for professional students, August 1, 1911–July 31, 1912

SUBJECTS	W A I T I N G				A C C E P T E D				F E L D				P E R C E N T R E J E C T E D			
	J a n		J u n e		S e p t		J a n		J u n e		S e p t		J a n		J u n e	
	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l	S e p t	T o t a l
ENGLISH																
1 First year.....	127	127	55	55	72	72	69	69	32	32	69	69	67	67	71	71
2 Second year.....	82	82	22	22	47	47	19	19	47	47	73	73	73	73	73	73
3 Third year.....	44	44	12	12	32	32	16	16	32	32	84	84	84	84	84	84
4 Fourth year.....	135	135	22	22	113	113	23	23	617	617	607	607	77	77	73	73
5 Grammar.....	319	319	180	180	399	399	65	65	106	106	29	29	50	50	69	69
6 Total.....	416	416	74	74	71	71	72	72	342	342	82	82	..	..	..	82
LANGUAGES																
1 Latin first year.....	147	147	59	59	103	103	326	326	857	857	64	64	75	75	72	69
2 Latin second year.....	95	95	11	11	48	48	18	18	55	55	84	84	74	74	80	64
3 Latin third year.....	25	25	13	13	13	13	1	1	1	1	15	15	..	..	..	79
4 Latin grammar.....	1	1	1	1	1	1	1	1	1	1	1	1	..	..	..	15
5 Greek second year.....	162	162	42	42	42	42	93	93	383	383	100	100	100	100	100	100
6 German first year.....	53	53	14	14	57	57	66	66	203	203	71	71	62	62	84	71
7 German second year.....	233	233	26	26	203	203	25	25	503	503	66	66	62	62	84	71
8 German third year.....	141	141	23	23	113	113	29	29	113	113	79	79	..	..	..	70
9 French first year.....	265	265	83	83	106	106	75	75	154	154	117	117	60	60	67	80
10 French second year.....	115	115	13	13	25	25	52	52	26	26	51	51	59	59	49	72
11 Spanish second year.....	45	45	29	29	27	27	83	83	19	19	71	71	40	40	56	52
12 Italian second year.....	65	65	17	17	23	23	15	15	14	14	27	27	38	38	45	35
13 Hebrew second year.....	53	53	43	43	23	23	15	15	14	14	27	27	38	38	45	35
14 Total.....	1 963	1 055	4 103	630	423	261	1 319	1 333	637	704	2 784	63	61	75	63	63
MATHEMATICS																
1 Advanced arithmetic.....	165	84	98	347	82	8	20	110	83	76	237	50	90	80	63	63
2 Elementary algebra.....	525	822	847	2 114	104	299	305	738	331	523	842	1 316	64	64	64	64
3 Intermediate algebra.....	37	37	5	5	5	5	5	5	5	5	5	5	..	..	..	54
4 Advanced algebra.....	43	37	74	159	32	11	59	73	16	26	44	86	70	59	59	54
5 Plane geometry.....	301	350	545	1 226	159	118	226	593	142	262	319	721	69	69	59	53
6 Total.....	1 076	1 323	1 564	3 963	472	436	531	1 438	604	837	983	2 474	67	63	63	62

1 Not given in January and June.

TABLE 6 (concluded)  
Academic examinations for professional students, August 1, 1911-July 31, 1912

SUBJECTS	WALLING				ACQUED				EURECED				PERCENT REJECTED			
	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total
<b>SCIENCES</b>																
Physics	144	177	239	660	69	66	141	276	75	111	143	334	52	63	51	55
Chemistry	118	234	570	852	60	52	231	343	55	129	211	431	49	73	45	56
Biology	70	150	227	447	38	81	131	249	32	61	66	159	40	41	29	39
1 Physiology and hygiene	138	148	134	420	64	25	15	64	74	103	169	468	54	83	..	51
Physical geography	212	2	..	214	56	..	..	56	176	2	..	2	83	100	..	86
Advanced botany	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	100
Total	632	711	1,210	2,553	267	232	573	1,072	445	479	624	1,518	61	67	62	59
<b>HISTORIES</b>																
Ancient history 3 hr	67	16	15	98	64	8	12	84	8	8	3	14	45	59	29	14
History of Great Britain and Ireland 3 hr	155	84	106	345	116	33	67	216	79	51	40	170	41	61	37	44
History of Great Britain and Ireland 5 hr	45	13	64	122	35	7	47	89	10	1	7	28	22	61	13	24
History of Great Britain and Ireland 5 hr	301	244	413	958	115	107	67	290	133	114	112	439	61	50	61	61
Modern history 1	70	28	75	173	37	26	9	72	35	14	6	61	47	43	64	71
Modern history 2	178	64	5	247	103	13	3	119	46	19	27	63	31	51	22	35
American history with civics	52	824	1,22	2,100	253	262	23	738	33	33	61	1,553	57	65	72	67
1 Civics	162	103	20	285	67	11	1,0	23	75	14	1	831	53	52	47	53
Economics	254	..	..	254	144	..	..	144	..	..	..	..	..	..	..	51
Total	1,829	1,435	1,491	4,755	1,02	359	53	2,622	913	833	921	2,727	50	62	62	57
<b>COMMERCIAL SUBJECTS</b>																
Elementary book-keeping	153	162	12	227	68	45	44	157	91	57	88	266	53	55	67	60
Advanced book-keeping	109	90	122	321	62	35	43	140	93	61	94	233	61	61	66	64
1 Commercial geography	106	..	..	106	91	..	..	91	40	..	..	..	47	..	..	49
Shorthand 1	107	75	81	263	67	51	42	160	67	16	47	103	39	21	53	38
Shorthand 2	112	64	70	246	63	28	22	114	26	85	38	93	23	57	51	41
Typewriting	62	13	17	92	14	4	11	30	18	9	9	34	29	69	41	37
Total	736	347	450	1,533	429	169	176	771	370	178	274	822	45	51	61	52
<b>DRAWING</b>																
Elementary representation	86	59	61	206	14	5	13	37	72	54	42	163	84	92	70	82
Advanced representation	56	27	23	106	6	7	11	24	21	20	9	73	81	71	39	75
Advanced design	24	1	..	25	2	..	..	2	22	1	2	25	92	100	100	93
Total	166	87	84	337	22	12	24	66	144	75	53	212	87	86	62	80
Grand total	8,175	6,907	7,095	22,267	3,355	2,190	5,533	7,970	4,857	3,927	4,506	13,210	51	65	64	63

1 Not given in January and June.

TABLE 7  
Teachers examinations, July 31, 1911 to July 31, 1912

	No. of exams.	Papers written	Papers accepted	Papers rejected	Per cent accepted	Licenses issued
Training school. ....	2	12 821	11 518	1 303	.....	773
Training class. ....	2	18 275	15 321	2 954	.....	1 085
Special. ....	4	484	333	151	.....	228
State. ....	1	5 858	4 050	1 808	(Limited)	18
					(Life) ..	53
College graduate limited. ....	.....	.....	.....	.....	.....	247
College professional provis- ional. ....	.....	.....	.....	.....	.....	268
College graduate life. ....	2	412	311	101	.....	83
College professional life. ....	.....	.....	.....	.....	.....	163
Rural school renewable ...	3	2 505	1 587	918	.....	156
Elementary. ....	3	.....	.....	.....	.....	329
First grade. ....	.....	.....	.....	.....	.....	236
Academic. ....	3	.....	.....	.....	.....	1 192
Temporary. ....	.....	.....	.....	.....	.....	726
Total. ....	20	40 353	33 120	7 235	.....	5 557

TABLE 8  
Teachers certificates issued August 1, 1911 to July 31, 1912

BY THE EDUCATION DEPARTMENT

Temporary licenses. ....	726
Temporary normal. ....	101
State limited. ....	18
State life. ....	53
College graduate life. ....	83
College graduate limited. ....	247
College professional life. ....	163
College professional provisional. ....	268
	<hr/> 1 659

BY SCHOOL COMMISSIONERS, DISTRICT SUPERINTENDENTS, VILLAGE  
SUPERINTENDENTS AND CITY SUPERINTENDENTS

First grade. ....	236
Elementary. ....	329
Academic. ....	1 192
Special. ....	228
Training class. ....	1 085
Training school. ....	773
Kindergarten training school. ....	42
Rural school renewable. ....	156
	<hr/> 4 041
	<hr/> 5 700

TABLE 9  
Teachers certificates issued in cities and villages

CITIES	FIRST GRADE	TRAINING SCHOOL	KINDER- GARIEN SCHOOL	SPECIAL	TEMPO- RARY	TRAINING CLASS SUB- ACADEMIC
Albany.....	.....	.....	.....	2	.....	.....
Amsterdam.....	.....	.....	.....	2	1	.....
Auburn.....	.....	.....	.....	.....	2	.....
Binghamton.....	.....	.....	.....	.....	2	.....
Brooklyn.....	.....	.....	.....	.....	.....	.....
Buffalo.....	.....	.....	.....	21	.....	.....
Cohoes.....	I	.....	.....	.....	.....	.....
Corning.....	.....	.....	.....	2	.....	.....
Cortland.....	.....	.....	.....	.....	.....	.....
Dunkirk.....	.....	.....	.....	2	.....	.....
Elmira.....	.....	.....	.....	.....	3	.....
Fulton.....	.....	.....	.....	.....	.....	.....
Geneva.....	.....	.....	.....	.....	.....	.....
Glens Falls.....	.....	.....	.....	.....	.....	.....
Gloversville.....	.....	.....	.....	8	.....	.....
Hornell.....	.....	.....	.....	2	I	.....
Hudson.....	.....	.....	.....	2	3	.....
Ithaca.....	.....	.....	.....	.....	.....	.....
Jamaica.....	.....	.....	.....	.....	.....	.....
Jamestown.....	.....	.....	.....	2	.....	.....
Johnstown.....	.....	.....	.....	3	.....	.....
Kingston.....	.....	.....	.....	.....	I	.....
Little Falls.....	.....	.....	.....	2	.....	.....
Lockport.....	.....	.....	.....	.....	2	.....
Middletown.....	.....	.....	.....	I	I	.....
Mount Vernon.....	.....	.....	.....	4	3	.....
Newburgh.....	.....	.....	.....	.....	2	.....
New Rochelle.....	.....	.....	.....	4	7	.....
New York.....	.....	.....	.....	.....	.....	.....
Niagara Falls.....	.....	.....	.....	8	I	.....
North Tonawanda.....	.....	.....	.....	I	.....	.....
Ogdensburg.....	.....	.....	.....	.....	.....	.....
Olean.....	.....	.....	.....	2	2	.....
Oneida.....	.....	.....	.....	I	.....	.....
Oneonta.....	.....	.....	.....	I	2	.....
Oswego.....	.....	.....	.....	I	I	.....
Plattsburg.....	.....	.....	.....	.....	.....	.....
Port Jervis.....	.....	.....	.....	2	.....	I
Poughkeepsie.....	.....	.....	.....	I	3	.....
Rensselaer.....	.....	.....	.....	.....	.....	.....
Rochester.....	.....	.....	.....	12	.....	.....
Rome.....	.....	.....	.....	I	3	.....
Schenectady.....	.....	.....	.....	6	2	.....
Syracuse.....	.....	.....	.....	4	I	.....
Tonawanda.....	.....	.....	.....	I	.....	.....
Troy.....	.....	.....	.....	.....	.....	.....
Utica.....	.....	.....	.....	5	4	.....
Watertown.....	.....	.....	.....	.....	I	.....
Watervliet.....	.....	.....	.....	.....	.....	.....
Yonkers.....	.....	.....	.....	16	2	.....
Total.....	I	.....	.....	119	50	I
VILLAGES						
Canandaigua.....	.....	.....	.....	.....	I	.....
Freeport.....	.....	.....	.....	.....	I	.....
Hoosick Falls.....	.....	.....	.....	.....	I	.....
Lansingburgh.....	.....	.....	.....	.....	I	.....
Malone.....	.....	.....	.....	I	.....	.....
Medina.....	.....	.....	.....	.....	I	.....
Nyack.....	.....	.....	.....	I	I	.....
Ossining.....	.....	.....	.....	.....	.....	.....
Oswego.....	.....	.....	.....	I	.....	.....
Peekskill.....	.....	.....	.....	I	.....	.....
Port Chester.....	.....	.....	.....	.....	I	.....
Saratoga Springs.....	.....	.....	.....	I	I	.....
White Plains.....	.....	.....	.....	.....	I	.....
Total.....	.....	.....	.....	6	9	.....

TABLE 10  
Teachers certificates issued in school commissioner districts

COUNTIES	COMMISSIONER DISTRICT	FIRST GRADE	TRAINING CLASS	TRAINING CLASS SUB- ACADEMIC	RURAL SCHOOL RENEWABLE	ELEMENTARY	ACADEMIC	SPECIAL	TEMPORARY
Albany.....	1	1	7	..	..	1	6	..	7
	1	1	..	..	1	1	1	..	..
	3	1	..	..	3	5	..	..	..
Allegany...	1	2	18	..	..	3	11	..	1
	2	2	13	..	1	1	15	3	6
Broome.....	1	1	1	..	..	10	..	..	4
	2	1	10	..	..	6	..	1	4
Cattaraugus.....	1	2	17	1	2	1	17	..	4
	2	2	10	..	1	1	14	..	3
	3	1	5	..	..	1	10	2	3
Cayuga.....	1	1	..	1	..	..	16	..	2
	2	1	10	..	1	2	13	1	3
Chautauqua.....	1	1	9	..	1	1	10	..	7
	2	2	23	..	..	..	8	..	5
	3	1	6	..	1	2	16	..	3
Chemung.....	..	8	11	..	2	3	16	..	1
Chenango ..	1	2	12	..	1	4	10	..	..
	2	2	5	1	2	..	5	1	10
Clinton.....	1	1	..	..	4	2	4	..	..
	2	..	..	..	..	1	..	..	1
	3	2	8	1	3	1	5	..	4
Columbia.....	1	..	..	..	4	1	9	..	..
	2	..	..	..	1	4	12	..	13
Cortland ..	1	2	..	..	1	3	11	..	4
	2	..	..	..	2	..	5	..	..
Delaware ..	1	..	25	..	1	12	12	4	4
	2	3	24	..	2	3	7	..	3
Dutchess ..	1	1	..	..	..	1	5	2	11
	2	1	..	..	1	4	10	..	9
Erie.....	1	2	9	..	2	2	14	1	3
	2	..	4	1	..	1	9	..	3
	3	1	11	1	..	1	10	2	3
Essex.....	1	1	..	..	..	4	4	..	1
	2	2	16	..	..	..	6	..	2
Franklin.....	1	1	28	..	..	..	7	1	2
	2	1	19	..	..	2	18	..	4
Fulton.....	..	..	11	..	1	3	5	..	..
Genesee.....	..	..	..	1	2	2	27	2	1
Greene.....	1	1	14	..	..	3	6	..	4
	2	1	..	..	1	2	6	..	3
Hamilton.....	..	..	..	..	1	..	3	..	5
Herkimer.....	1	6	..	..	6	3	8	1	5
	2	1	..	..	..	5	16	..	5
Jefferson.....	1	2	10	2	..	4	8	..	2
	2	1	27	..	1	4	8	..	1
	3	3	10	2	2	3	12	..	..
Lewis.....	1	1	..	..	1	2	8	1	7
	2	2	20	..	..	2	4	1	8
Livingston..	1	..	..	..	1	1	16	..	5
	2	..	3	..	..	1	8	1	2
Madison....	1	6	10	..	4	1	96	..	5
	2	2	..	..	2	2	8	2	6
Monroe.....	1	2	9	2	..	..	5	1	..
	2	3	..	1	1	3	14	..	7
Montgomery.....	..	..	..	..	..	4	14	..	2
Nassau.....	..	10	..	..	6	..	1	9	16
Niagara.....	1	3	10	..	5	..	15	..	..
	2	3	11	1	..	..	8	..	1
Oneida.....	1	10	..	..	..	1	8	..	..
	2	13	12	..	1	7	6	..	..
	3	2	8	..	2	4	14	..	3
	4	1	14	..	4	8	15	..	1
Onondaga.....	1	8	31	1	1	3	4	..	1
	2	2	15	1	..	..	9	1	3
	3	2	..	..	5	1	8	2	8
Ontario.....	1	1	..	..	1	2	9	..	1
	2	..	17	..	1	1	18	..	2

TABLE 10 (concluded)  
Teachers certificates issued in school commissioner districts

COUNTIES	COMMISSIONER DISTRICT	FIRST GRADE	TRAINING CLASS	TRAINING CLASS SUB- ACADEMIC	RURAL SCHOOL RENEWABLE	ELEMENTARY	ACADEMIC	SPECIAL	TEMPORARY
Orange.....	1 2	... 1	... 9	... ...	1 4	3 4	3 3	3 1	6 5
Orleans.....	1	...	11	1	...	3	15	2	1
Oswego.....	1 2	... 2	8 ...	1 ...	1 3	1 1	11 9	... ...	1 10
Otsego.....	3 1 2	2 3 3	14 14 23	1 ... ...	1 ... ...	2 2 ...	8 19 ...	1 ... ...	1 10 ...
Putnam .....	...	1	...	...	3	...	6	1	3
Rensselaer.....	1 2	1 1	... ...	... ...	3 2	10 5	8 7	... ...	12 10
Rockland.....	...	1	...	...	1	2	5	1	6
St Lawrence .....	1 2 3	6 5 ...	13 10 ...	... ...	... 1	5 7	22 17	... 2	2 2
Saratoga .....	3 1 2	... 3 2	... 10 8	... ...	... ...	... 3	... 12	... 5	... 5
Schenectady .....	...	2	...	...	1	2	8	...	3
Schoharie. . . .	1 2	4 3	8 ...	... ...	... 2	5 4	4 9	... ...	8 6
Schuyler.....	...	4	...	...	1	2	14	...	...
Seneca.....	...	3	7	...	...	2	13	...	3
Steuben.....	1 2 3	1 1 ...	29 9 ...	2 ... ...	2 ... ...	... 3	15 4	1 ...	3 3
Suffolk.....	3 1 2	... 2 ...	6 9 ...	... ...	1 ...	10 ...	17 4	... 1	4 2
Sullivan.....	1 2	2 3	9 ...	... ...	1 4	1 ...	3 9	... ...	8 4
Tioga.....	2	2	...	...	...	1	4	...	3
Tompkins.....	1 2	4 2	18 11	... 2	2 ...	2 1	14 6	2 ...	3 3
Ulster.....	1 2 3	... ... 2	... ... 6	... ...	7 ... ...	2 1 4	8 8 6	... 1	3 2
Warren.....	3 1 2	2 1 ...	6 7 ...	... ...	... 2	... 1	... 2	... ...	9 2
Washington.....	2 1	1 2	... ...	1 ...	... 2	2 1	11 16	... ...	4 7
Wayne.....	2 1	13 3	10 22	... ...	... ...	4 2	11 8	2 3	4 1
Westchester.....	1 2 3	1 1 ...	14 ... ...	... 1 ...	1 ... ...	1 ... 2	10 2 6	... ...	7 4 9
Wyoming .....	1 2	... ...	6 6	... ...	... ...	... 3	13 11	1 1	... ...
Yates.....	...	...	24	...	1	1	8	...	...
Total.....	...	220	854	27	140	253	1 047	85	434

TABLE II  
Teachers certificates issued in supervisory districts

COUNTIES	NUMBER OF DISTRICT	FIRST GRADE	TRAINING CLASS	TRAINING CLASS SUBACADEMIC	RURAL SCHOOL RENEWABLE	ELEMENTARY	ACADEMIC	SPECIAL	TEMPORARY
Albany .....	1	..	2	..	1	..	..	..	3
	2	..	..	..	..	2	..	..	4
	3	..	..	..	..	..	..	..	..
Allegany.....	1	..	..	..	..	..	2	..	..
	2	..	9	1	..	..	..	..	1
	3	..	..	..	..	..	2	..	1
	4	..	1	..	..	1	..	..	..
Broome.....	5	..	1	..	..	..	..	2	..
	1	..	3	..	..	..	1	..	..
	2	..	..	..	..	1	..	..	4
	3	..	1	..	..	..	..	1	..
Cattaraugus.....	4	..	..	..	..	..	1	..	1
	1	..	5	..	..	..	3	..	2
	2	..	4	..	..	..	..	..	..
	3	..	6	..	..	..	..	..	..
	4	..	1	..	..	..	2	..	1
Cayuga.....	5	..	..	..	..	1	..	1	1
	1	..	..	..	..	..	1	..	1
	2	..	..	..	..	..	1	..	..
	3	..	..	..	..	..	2	..	2
	4	..	..	..	..	..	..	..	..
Chautauqua.....	5	..	3	..	..	..	1	..	..
	1	..	1	..	..	..	2	..	1
	2	..	2	..	..	..	1	..	..
	3	..	..	..	..	1	..	..	2
	4	..	2	..	..	2	1	..	1
	5	..	1	..	..	..	..	1	2
Chemung...	6	..	..	..	2	..	3	..	1
	1	..	4	..	..	..	..	..	..
Chenango.....	2	..	..	..	..	1	..	..	1
	1	..	..	..	..	1	..	..	..
	2	..	..	..	..	1	..	..	1
	3	..	..	..	1	..	2	..	..
	4	..	6	1	..	..	1	..	..
	5	..	1	..	..	..	2	..	1
Clinton.....	1	..	..	..	..	1	..	..	..
	2	..	..	..	..	..	..	..	..
	3	..	4	..	..	2	1	..	..
Columbia.....	1	..	..	..	..	..	1	..	8
	2	..	..	..	..	..	1	..	..
	3	..	..	..	..	1	1	..	1
Cortland.....	1	..	..	..	..	..	..	..	1
	2	..	..	..	..	..	..	..	1
	3	..	..	..	..	1	1	..	2
Delaware.....	1	..	..	..	..	1	2	..	1
	2	..	..	..	..	..	1	..	1
	3	..	2	..	..	..	..	..	1
	4	1	3	..	..	..	..	..	..
	5	..	..	..	..	2	..	..	1
Dutchess.....	6	..	2	1	..	1	..	..	1
	1	..	..	..	..	..	..	..	1
	2	..	..	..	1	..	4	..	6
	3	..	..	..	..	..	..	..	4
Erie.....	4	..	..	..	..	1	1	..	1
	1	..	..	..	..	1	..	..	1
	2	..	..	..	..	..	..	..	2
	3	..	..	..	..	..	..	..	2
	4	..	..	..	..	..	3	..	1
Essex.....	5	..	5	..	..	..	1	..	..
	1	..	..	..	..	4	..	..	1
	2	..	7	..	..	..	2	..	..
	3	..	..	..	..	..	..	..	..
Franklin.....	1	..	7	..	..	..	..	..	..
	2	..	..	..	..	..	..	1	..
	3	..	..	..	1	..	2	..	..
Fulton.....	4	..	1	1	..	..	3	..	..
	1	..	1	..	..	..	1	..	..
	2	..	..	..	..	..	..	..	..
Genesee.....	1	..	..	..	..	..	1	..	..
	2	..	..	..	..	..	3	..	..
	2	..	..	..	..	..	1	..	..

TABLE II (continued)  
Teachers certificates issued in supervisory districts

COUNTIES	NUMBER OF DISTRICT	FIRST GRADE	TRAINING CLASS	TRAINING CLASS SUBACADEMIC	RURAL SCHOOL RENEWABLE	ELEMENTARY	ACADEMIC	SPECIAL	TEMPORARY
Greene.....	1	..	..	..	..	1	..	..	2
	2	..	..	..	..	..	..	..	1
	3	..	..	..	..	2	1	..	3
Hamilton.....	1	..	..	..	..	..	1	..	2
Herkimer.....	2	..	..	..	..	..	..	..	1
	3	..	..	..	..	..	..	..	1
	4	1	..	..	..	..	3	..	2
Jefferson... ..	1	..	1	..	..	..	..	..	..
	2	..	2	..	..	..	1	..	1
	3	..	..	..	..	..	..	..	1
	4	..	..	..	..	..	1	..	..
	5	..	4	..	..	..	..	..	1
	6	..	2	..	..	..	..	..	1
Lewis.....	1	..	1	..	..	4	..	..	2
	2	..	6	..	..	..	..	..	..
	3	..	..	..	..	..	3	..	4
Livingston... ..	1	..	..	..	..	..	..	..	1
	2	..	..	..	..	..	1	..	2
	3	..	5	..	..	..	..	..	1
Madison.....	1	..	..	..	..	2	1	..	2
	2	..	5	..	..	1	..	..	..
	3	..	..	..	..	..	..	..	1
Monroe.....	4	..	..	1	..	1	..	..	2
	1	..	..	1	..	..	..	..	..
	2	..	4	..	..	..	..	2	..
	3	..	..	..	..	..	1	..	2
Montgomery.....	4	..	..	..	..	1	..	..	..
	1	..	..	..	..	..	..	..	..
	2	..	..	..	..	..	1	..	..
Nassau.....	1	..	..	..	..	..	..	2	11
	2	..	..	..	..	..	1	1	4
Niagara.....	1	1	3	..	..	..	..	..	..
	2	..	..	..	..	..	..	..	..
Oneida.....	3	1	4	1	..	..	..	..	..
	1	..	..	..	..	..	..	..	..
	2	..	..	..	..	..	3	..	..
	3	..	1	..	..	..	..	..	1
	4	..	..	..	..	..	..	..	1
	5	..	..	..	..	1	..	..	..
	6	..	..	..	..	..	3	..	1
Onondaga.....	7	..	5	..	..	..	1	..	..
	1	2	10	..	..	2	..	..	2
	2	..	..	..	1	..	..	..	1
	3	..	..	..	..	1	1	..	..
	4	..	6	..	..	..	..	..	3
Ontario.....	5	..	..	..	..	1	1	..	..
	1	..	..	..	..	..	1	..	..
	2	..	..	..	..	..	..	..	..
	3	1	..	..	..	..	..	..	..
Orange.....	4	..	2	..	..	..	..	1	..
	1	..	..	..	..	1	..	..	3
	2	..	..	..	..	..	1	..	1
Orleans.....	3	..	6	..	..	..	..	..	5
	1	..	..	..	..	..	..	..	..
	2	..	2	..	..	1	..	..	1
Oswego.....	3	..	..	..	..	..	..	..	1
	1	..	2	..	..	1	..	..	..
	2	..	4	..	..	2	..	..	4
	3	..	..	..	..	1	4	..	6
	4	..	..	1	..	..	1	..	..
Otsego.....	5	..	4	..	..	..	..	..	1
	1	..	..	..	..	1	1	..	1
	2	..	1	..	..	..	1	..	2
	3	..	..	..	..	..	1	..	..
	4	..	6	..	..	..	..	..	..
	5	..	2	..	..	..	..	..	..
Putnam.....	6	..	..	..	..	..	2	..	2



TABLE II (concluded)  
Teachers certificates issued in supervisory districts

COUNTIES	NUMBER OF DISTRICT	FIRST GRADE	TRAINING CLASS	TRAINING CLASS SUBACADEMIC	RURAL SCHOOL RENEWABLE	ELEMENTARY	ACADEMIC	SPECIAL	TEMPORARY
Rensselaer.....	1 2 3	.....	.....	.....	.....	2	.....	.....	6
Rockland.....	.....	.....	.....	.....	.....	2	.....	.....	6
St Lawrence.....	1 2 3 4 5 6 7 8	.....	.....	.....	.....	4	.....	.....	.....
Saratoga.....	1 2 3 4	.....	.....	.....	.....	.....	.....	.....	.....
Schenectady.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Schoharie.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Schuyler.....	1 2	.....	.....	.....	.....	.....	.....	.....	.....
Seneca.....	1 2	.....	.....	.....	.....	.....	.....	.....	.....
Steuben.....	1 2 3 4 5 6 7	.....	.....	.....	.....	.....	.....	.....	.....
Suffolk.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Sullivan.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Tioga.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Tompkins.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Ulster.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Warren.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	1 2 3 4	.....	.....	.....	.....	.....	.....	.....	.....
Wayne.....	1 2 3 4	.....	.....	.....	.....	.....	.....	.....	.....
Westchester.....	1 2 3 4	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming.....	1 2 3	.....	.....	.....	.....	.....	.....	.....	.....
Yates.....	1 2	.....	.....	.....	.....	.....	.....	.....	.....
Total number of certificates issued by district superintendents.....	.....	15	231	10	16	76	145	18	233

TABLE 12  
First grade certificates issued in counties

NUMBER OF CERTIFICATE	COUNTY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
	<i>Albany</i>		
8208	Ball, Clyde L . . . . .	Berne . . . . .	August 1, 1911
8273	Swint, Eleanor M. D. . . . .	Albany . . . . .	August 1, 1911
8279	Sickler, Anna E. . . . .	Coeymans Hollow . . . . .	August 1, 1911
	<i>Allegany</i>		
8274	Tanner, Clare . . . . .	Wellsville . . . . .	August 1, 1911
8343	Bowen, Bessie . . . . .	Alfred Station . . . . .	August 1, 1911
8366	Myers, Louisa D. . . . .	Fulmore . . . . .	August 1, 1911
8375	Bluestone, Ethel M. . . . .	Canaseraga . . . . .	August 1, 1911
	<i>Broome</i>		
8209	Barton, Ward Riley . . . . .	Sanitaria Springs . . . . .	August 1, 1911
8287	DeLano, Lynn . . . . .	Maine . . . . .	August 1, 1911
	<i>Cattaraugus</i>		
8210	Felt, Barbara . . . . .	Allegany . . . . .	August 1, 1911
8236	Kellogg, Hazel . . . . .	Farmersville Station . . . . .	August 1, 1911
8300	Groh, Elsie . . . . .	Cattaraugus . . . . .	August 1, 1911
8420	Palmer, Estelle . . . . .	Salamanca . . . . .	August 1, 1911
8424	Aldrich, Phlana F. . . . .	Conewango . . . . .	August 1, 1911
	<i>Cayuga</i>		
8331	Cooper, Emma J. Palmer . . . . .	Martville . . . . .	August 1, 1911
8360	Cotter, Vera Elizabeth . . . . .	Union Springs . . . . .	August 1, 1911
	<i>Chautauqua</i>		
8301	VanSchoonhoven, Ethel P. . . . .	Forestville . . . . .	August 1, 1911
8361	Phelan, Helen I. . . . .	Forestville . . . . .	August 1, 1911
8367	Ripley, Nellie . . . . .	Bemus Point . . . . .	August 1, 1911
8388	Lindberg, Judith J. . . . .	Ashville . . . . .	August 1, 1911
	<i>Chemung</i>		
8211	Brabrook, Bertha . . . . .	Lowman . . . . .	August 1, 1911
8269	Griffiths, Lillian . . . . .	Pine Valley . . . . .	August 1, 1911
8280	Monks, Margaret . . . . .	Big Flats . . . . .	August 1, 1911
8332	Blauvelt, Lottie M. Donahue . . . . .	Erin . . . . .	August 1, 1911
8368	Stoll, Addie D. . . . .	Pine Valley . . . . .	August 1, 1911
8393	Denmark, Ethel M. . . . .	Van Etten . . . . .	August 1, 1911
8410	Graves, Norma R. . . . .	Erin . . . . .	August 1, 1911
8411	Voigt, Ruth . . . . .	Horseheads . . . . .	August 1, 1911
	<i>Chenango</i>		
8212	Carl, Rodney Leal . . . . .	Afton . . . . .	August 1, 1911
8213	Lakin, Minnie C. . . . .	Winwood, Pa . . . . .	August 1, 1911
8275	Griffin, Lillian M. . . . .	Norwich . . . . .	August 1, 1911
8369	Fowler, Gladys M. . . . .	South Edmeston . . . . .	August 1, 1911
	<i>Clinton</i>		
8281	McDowell, Harriet E. . . . .	Mooers . . . . .	August 1, 1911
8302	DeCelle, Delia . . . . .	Chazy . . . . .	August 1, 1911
8380	McIntyre, Ruth A. . . . .	Peru . . . . .	August 1, 1911
	<i>Cortland</i>		
8235	Austin, Carrie B. . . . .	Dryden . . . . .	August 1, 1911
8378	Wood, Sara M. . . . .	Owego . . . . .	August 1, 1911
	<i>Delaware</i>		
8214	Streeter, Leslie E. . . . .	Halcott Centre . . . . .	August 1, 1911
8237	Proper, Edith M. . . . .	Jefferson . . . . .	August 1, 1911
8303	Craig, Margaret D. . . . .	Andes . . . . .	August 1, 1911
8423	Jackson, Fanny M. . . . .	Margaretville . . . . .	August 1, 1911
	<i>Dutchess</i>		
8215	Hawks, Alice M. . . . .	Hopewell Junction . . . . .	August 1, 1911
8282	Calkin, Kathryn R. . . . .	Millerton . . . . .	August 1, 1911

TABLE 12 (*continued*)  
First grade certificates issued in counties

NUMBER OF CERTIFICATE	COUNTY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
<i>Erie</i>			
8406	Trendle, Matilda .....	Buffalo .....	August 1, 1911
8409	Danser, Maude L. ....	Akron .....	August 1, 1911
8304	French, L. Mae .....	Arcade .....	August 1, 1911
<i>Essex</i>			
8238	Ryan, Annie C. ....	Mineville .....	August 1, 1911
8248	Marshall, Elva B. ....	Westport .....	August 1, 1911
8370	Hunter, Marjorie .....	Tahawus .....	August 1, 1911
<i>Franklin</i>			
8338	Carpenter, Ethel A. ....	Chateaugay .....	August 1, 1911
8400	Howitt, Gratie E. Taibell .....	Madrid .....	August 1, 1911
<i>Greene</i>			
8239	Redmond, Alice B. ....	Bushnellsville .....	August 1, 1911
8410	Beach, Florence C. ....	West Coxsackie .....	August 1, 1911
<i>Herkimer</i>			
8305	Wiles, Edith S. ....	VanHornesville .....	August 1, 1911
8327	Harvey, Ada .....	Ohio .....	August 1, 1911
8333	Fowle, Olive R. ....	Newport .....	August 1, 1911
8344	Rivers, Orzlia Elizabeth .....	Herkimer .....	August 1, 1911
8381	Bovnton, Reba J. ....	Poland .....	August 1, 1911
8382	McVoy, Pearl .....	Cold Brook .....	August 1, 1911
8389	Hasler, Elizabeth A. ....	Norway .....	August 1, 1911
8425	Hasler, Kathrine A. ....	Norway .....	August 1, 1911
<i>Jefferson</i>			
8216	Radley, George F. ....	Rosiere .....	August 1, 1911
8261	Clarke, Ruth H. ....	Belleville .....	August 1, 1911
8268	Gould, Eva M. ....	Dexter .....	August 1, 1911
8276	Gould, Ida E. ....	Dexter .....	August 1, 1911
8288	Michael, Augusta .....	Adams .....	August 1, 1911
8306	Ireland, Roy C. ....	Antwerp .....	August 1, 1911
<i>Lewis</i>			
8262	Wood, Ethel D. ....	West Martinsburg .....	August 1, 1911
8307	McGrath, Grace J. ....	Denmark .....	August 1, 1911
8328	Elmott, Grace .....	Lowville .....	August 1, 1911
<i>Madison</i>			
8217	Hughes, Cleo I. ....	Lebanon .....	August 1, 1911
8218	Lyon, Anna L. ....	DeRuyter .....	August 1, 1911
8257	Reynolds, Mary O. ....	Cazenovia .....	August 1, 1911
8258	Mann, Eva E. ....	Cazenovia .....	August 1, 1911
8263	Holmes, Olive .....	Earlville .....	August 1, 1911
8280	Rogers, Winifred Holmes .....	Edmeston .....	August 1, 1911
8391	Clark, Grace Condon .....	Hubbardsville .....	August 1, 1911
8394	Gruith, Gladys P. ....	Waterville .....	August 1, 1911
<i>Monroe</i>			
8259	Nier, Anna Imelda .....	Rochester .....	August 1, 1911
8290	Gridley, A. Low .....	Adams Basin .....	August 1, 1911
8329	Cosman, John W. ....	Hilton .....	August 1, 1911
8377	Grabb, Lottie M. ....	Fairport .....	August 1, 1911
8404	Graves, Emma .....	Rochester Junction .....	August 1, 1911
<i>Nassau</i>			
8249	Dickinson, Edna J. ....	Mineola .....	August 1, 1911
8256	Parnsworth, Maude Barron .....	Glen Head .....	August 1, 1911
8265	Doran, Katherine .....	Brooklyn .....	August 1, 1911
8266	Andres, Johanna .....	New York .....	August 1, 1911
8348	Strasser, Marguerite B. ....	Baltimore, Md. ....	August 1, 1911
8346	Welch, Elvira A. ....	Baltimore, Md. ....	August 1, 1911
8347	Meisera, Amalia .....	Baltimore, Md. ....	August 1, 1911
8348	Leicher, Clara .....	Baltimore, Md. ....	August 1, 1911
8408	Beck, Anna .....	Glendale .....	August 1, 1911
8445	Seabury, Anne E. ....	Hempstead .....	August 1, 1911

TABLE 12 (continued)  
First grade certificates issued in counties

NUMBER OF CERTIFICATE	COUNTY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
<i>Niagara</i>			
8219	Specht, Lulu A. ....	Lockport . . . . .	August 1, 1911
8244	Cudaback, Vivienne I. ....	Ransomville. ....	August 1, 1911
8349	Tschabold, Bessie M. ....	Wilson . . . . .	August 1, 1911
8390	Holahan, Monica . . . . .	Barker . . . . .	August 1, 1911
8413	Chapman, Nellie F. ....	Lewiston . . . . .	August 1, 1911
8432	Johnston, Charlotte M. ....	Lockport . . . . .	August 1, 1911
8447	Michels, Kate. ....	Los Angeles, Cal. ....	August 1, 1911
<i>Oneida</i>			
8220	Morris, L. Esther . . . . .	New Hartford. ....	August 1, 1911
8221	Jones, Florence E. ....	Lee Center. ....	August 1, 1911
8222	Mullen, Gertrude . . . . .	Utica . . . . .	August 1, 1911
8283	McElhinney, Margaret . . . . .	Waterville . . . . .	August 1, 1911
8291	Gifford, Mina M. . . . .	Oriskany Falls. ....	August 1, 1911
8308	Brockway, Gertrude M. ....	Clinton . . . . .	August 1, 1911
8334	Glynn, Catherine A. . . . .	Oriskany Falls. ....	August 1, 1911
8335	Glynn, Mary Gertrude . . . . .	Oriskany Falls. ....	August 1, 1911
8336	Jones, Colice E. . . . .	Holland Patent. ....	August 1, 1911
8350	Stuart, Elizabeth Clara . . . . .	New York Mills. ....	August 1, 1911
8351	Payne, Elva S. . . . .	Clinton . . . . .	August 1, 1911
8352	Kirk, Mary E. . . . .	Clinton . . . . .	August 1, 1911
8353	Wheeler, Mabel B. . . . .	Clinton . . . . .	August 1, 1911
8371	Smith, Katharine R. . . . .	Camden . . . . .	August 1, 1911
8392	Wells, Mary E. . . . .	Verona . . . . .	August 1, 1911
8395	Gorton, Ruth M. . . . .	New York Mills. ....	August 1, 1911
8396	Clemens, Grace A. . . . .	Westernville. ....	August 1, 1911
8426	Hill, Laura L. . . . .	Waterville. ....	August 1, 1911
8428	Dwyer, Margaret M. . . . .	Utica . . . . .	August 1, 1911
8446	Vey, Anna Josephine. ....	Clayville. ....	August 1, 1911
<i>Onondaga</i>			
8223	Strever, Alfred J. . . . .	Clay. ....	August 1, 1911
8224	Sumner, Jennie E. . . . .	Clay. ....	August 1, 1911
8225	Young, Mary E. . . . .	Manlius. . . . .	August 1, 1911
8240	Smith, Katherine J. . . . .	Liverpool. ....	August 1, 1911
8250	Cross, Grace M. . . . .	Fayetteville. ....	August 1, 1911
8292	Doran, Madelaine. . . . .	Baldwinsville. ....	August 1, 1911
8293	Russell, Muriel Hazel. . . . .	Baldwinsville. ....	August 1, 1911
8309	Brace, Mary F. . . . .	Little Falls . . . . .	August 1, 1911
8310	Sawyer, Belle . . . . .	Baldwinsville. . . . .	August 1, 1911
8311	Whitcomb, Gladys E. . . . .	Baldwinsville. ....	August 1, 1911
8403	McConnell Mary C. . . . .	LaFayette. . . . .	August 1, 1911
8417	O'Brien, John P. . . . .	Central Square. ....	August 1, 1911
8427	King, Grace E. . . . .	Tully . . . . .	August 1, 1911
8431	Knapp, Ralph Ferris . . . . .	Syracuse. ....	August 1, 1911
<i>Ontario</i>			
8330	Bates, Edith . . . . .	Rushville. ....	August 1, 1911
8442	Martin, Frances C. . . . .	Stanley. ....	August 1, 1911
<i>Orange</i>			
8284	Holt, Ella P. . . . .	Middletown. ....	August 1, 1911
<i>Oswego</i>			
8226	Whitney, Lillian I. . . . .	Pulaski. ....	August 1, 1911
8241	Turnbull, Emily B. . . . .	Central Square. ....	August 1, 1911
8254	Spicer, Eva L. . . . .	Mexico. ....	August 1, 1911
8312	Eastman, Blanche E. . . . .	Mexico. ....	August 1, 1911
<i>Olsego</i>			
8227	Reichard, Harry J. . . . .	Mount Vision. ....	August 1, 1911
8251	Houck, Carrie L. . . . .	Index . . . . .	August 1, 1911
8362	Hickling, Tina M. . . . .	Edmeston . . . . .	August 1, 1911
8385	Harrington, Attie E. . . . .	Mount Vision. ....	August 1, 1911
8397	Bennett, Louise E. . . . .	Hartwick. ....	August 1, 1911
8401	Odell, Ida May. . . . .	Davenport. ....	August 1, 1911

TABLE 12 (continued)  
First grade certificates issued in counties

NUMBER OF CERTIFICATE	COUNTY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
	<i>Pulnam</i>		
8339	Anderson, Maude W. . . . .	Garrison . . . . .	August 1, 1911
	<i>Rensselaer</i>		
8372	Nicholson, Katharine T. . . . .	Troy . . . . .	August 1, 1911
8384	Hausman, Martha Elizabeth. . . . .	Schaghticoke . . . . .	August 1, 1911
	<i>Rockland</i>		
8387	Rose, Hannah. . . . .	Stony Point. . . . .	August 1, 1911
	<i>St Lawrence</i>		
8242	Moore, Lelah M. . . . .	Russell. . . . .	August 1, 1911
8260	Hilts, Eva M. . . . .	Gouverneur. . . . .	August 1, 1911
8270	Peck, Theo L. . . . .	East Syracuse. . . . .	August 1, 1911
8271	Morris, Bessie . . . . .	Gouverneur . . . . .	August 1, 1911
8313	Vaile, Edith L. . . . .	Gouverneur . . . . .	August 1, 1911
8314	Leach, Myrtle C. . . . .	Russell . . . . .	August 1, 1911
8315	Russell, Edna L. . . . .	Russell . . . . .	August 1, 1911
8337	Christie, Mary E. . . . .	Ogdensburg. . . . .	August 1, 1911
8376	O'Connor, Bertha Nichols. . . . .	Ogdensburg. . . . .	August 1, 1911
8414	Kelly, Alice Bernice. . . . .	Russell. . . . .	August 1, 1911
8418	Smith, Elizabeth J. . . . .	Russell . . . . .	August 1, 1911
	<i>Saratoga</i>		
8228	Gower, Emma. . . . .	Ballston Spa . . . . .	August 1, 1911
8285	Elison, Martha . . . . .	Ballston Spa . . . . .	August 1, 1911
8354	Douglas, Helen L. . . . .	Saratoga Springs. . . . .	August 1, 1911
8359	Allen, Nellie M. . . . .	Saratoga Springs. . . . .	August 1, 1911
8363	Gilhouse, Frances M. . . . .	Saratoga Springs. . . . .	August 1, 1911
	<i>Schenectady</i>		
8386	Williams, Morgan L. . . . .	Schenectady. . . . .	August 1, 1911
8412	Knight, Martha F. . . . .	Delanson. . . . .	August 1, 1911
	<i>Schoharie</i>		
8243	Eggleston, Blanche L. . . . .	Jefferson . . . . .	August 1, 1911
8286	Weber, Howard D. . . . .	Dorot . . . . .	August 1, 1911
8316	Dreisbeck, Mable . . . . .	Schoharie . . . . .	August 1, 1911
8317	Neibergall, Emma. . . . .	Schoharie . . . . .	August 1, 1911
8318	Schantz, Edna . . . . .	Middleburg . . . . .	August 1, 1911
8319	Schoolcraft, Helen L. . . . .	Schoharie. . . . .	August 1, 1911
8320	Bornstein, Rex Van . . . . .	Cobleskill . . . . .	August 1, 1911
8383	Conaro, Helen F. . . . .	Cobleskill. . . . .	August 1, 1911
	<i>Schuyler</i>		
8272	Drummond, Amy J. . . . .	Reading Center. . . . .	August 1, 1911
8277	Peck, Flossie. . . . .	Watkins . . . . .	August 1, 1911
8294	Huddle, Otto E. . . . .	Van Etten. . . . .	August 1, 1911
	<i>Seneca</i>		
8229	Slaght, Lena May . . . . .	Lodi. . . . .	August 1, 1911
8358	Bannister Edward F. . . . .	Waterloo . . . . .	August 1, 1911
8398	Barnes, Mabel Ada . . . . .	Waterloo. . . . .	August 1, 1911
	<i>Steuben</i>		
8230	Barkley, Hazel . . . . .	Bradford. . . . .	August 1, 1911
8402	Burnside, Harriet M. . . . .	Corning . . . . .	August 1, 1911
	<i>Suffolk</i>		
8245	Hawkins, Ella E. . . . .	Patchogue . . . . .	August 1, 1911
8321	Miller, Ruth R. . . . .	Springs . . . . .	August 1, 1911
8355	Westcott, Alice Cooney. . . . .	East Patchogue. . . . .	August 1, 1911
8373	Wilson, Janet. . . . .	Albany . . . . .	August 1, 1911
8440	Campbell, Helen Celia. . . . .	Cutchogue. . . . .	August 1, 1911
	<i>Sullivan</i>		
8322	Shuman, Mary J. . . . .	Kenoza Lake . . . . .	August 1, 1911
8340	Hodge, Ruth E. . . . .	Livingston Manor . . . . .	August 1, 1911
8356	Walsh, Margaret A. . . . .	Roscoe. . . . .	August 1, 1911
8399	Zimmerman, Lena E. . . . .	Callicoon. . . . .	August 1, 1911

TABLE 12 (concluded)  
First grade certificates issued in counties

NUMBER OF CERTIFICATE	COUNTY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
<i>Tioga</i>			
8323	Cameron, Ross E. ....	Newark Valley .....	August 1, 1911
8324	Galpin, Ruah K. ....	Newark Valley .....	August 1, 1911
8421	Coleman, Anna B. ....	Tioga Center .....	August 1, 1911
8430	Rockefeller, Helen M. ....	Richford .....	August 1, 1911
8439	Emerson, Mildred .....	Waverly .....	August 1, 1911
<i>Tompkins</i>			
8252	Proctor, Nellie V. ....	Taughannock Falls .....	August 1, 1911
8255	Shaw, Ethel E. ....	Ithaca .....	August 1, 1911
8295	Pettigrove, Amy C. ....	Brookton .....	August 1, 1911
8407	Milk, Martha Hendricks .....	Newfield .....	August 1, 1911
<i>Ulster</i>			
8231	Fiedd, Vivian J. ....	Ellenville .....	August 1, 1911
8422	Fredd, Mabel E. ....	Ellenville .....	August 1, 1911
<i>Warren</i>			
8357	Cross, Mildred L. ....	North Creek .....	August 1, 1911
8441	Dwyer, Louise Mary .....	Hudson Falls .....	August 1, 1911
<i>Washington</i>			
8232	Barkley, Harr et I. ....	West Hebron .....	August 1, 1911
8233	O'Donnell, Mary L. ....	Hudson Falls .....	August 1, 1911
8261	Harrington, Maude L. ....	Fly Summit .....	August 1, 1911
8278	Barkley, Gertrude L. ....	West Hebron .....	August 1, 1911
8296	Crouch, Bessie A. ....	Middle Granville .....	August 1, 1911
8297	Dodds, Mabel .....	Cambridge .....	August 1, 1911
8298	Williams, Ella H. ....	Middle Granville .....	August 1, 1911
8325	Petteys, Grace B. ....	Greenwich .....	August 1, 1911
8326	Hogan, Catherine Ellen .....	Whitehall .....	August 1, 1911
8374	Davies, Eunice P. ....	Middle Granville .....	August 1, 1911
8379	Wright, L. Beatrice .....	Smith's Basin .....	August 1, 1911
8405	Manwaring, Louise J. ....	Whitehall .....	August 1, 1911
8415	White, Alice M. ....	Comstock .....	August 1, 1911
8419	Mitchell, Frances Marion .....	Hudson Falls .....	August 1, 1911
8429	Becker, Anna K. ....	Greenwich .....	August 1, 1911
8433	Orr, Mabel V. ....	Hudson Falls .....	August 1, 1911
8434	Matteson, Letha Mae .....	West Hebron .....	August 1, 1911
8435	Burnett, Nellie M. ....	Salem .....	August 1, 1911
8436	Lowe, Mae .....	West Hebron .....	August 1, 1911
8437	Bardwell, Jennie .....	Belcher .....	August 1, 1911
8438	Cook, Estella M. ....	Fort Edward .....	August 1, 1911
8448	Dougherty, Mary .....	Middle Granville .....	August 1, 1911
<i>Wayne</i>			
8341	Hendrick, C. Florentine Holley .....	Keeseville .....	August 1, 1911
8253	Dickinson, Ethel .....	Ontario .....	August 1, 1911
8364	Greene, Calla E. ....	Wolcott .....	August 1, 1911
8365	Metcalfe, F. Blanche .....	Wolcott .....	August 1, 1911
<i>Westchester</i>			
8234	Wiberly, Ethel M. ....	New York City .....	August 1, 1911
8342	Godfrey, Anna .....	Harrison .....	August 1, 1911

## First grade certificates issued in cities

NUMBER OF CERTIFICATE	CITY AND NAME	POST OFFICE ADDRESS	DATE OF CERTIFICATE
8299	<i>Cohoes</i> Drummond, Elizabeth Tray.....	Cohoes.....	August 1, 1911

TABLE 13  
Teachers special certificates

CLASS AND SUBJECT	PAPERS WRITTEN	PAPERS ACCEPTED
Kindergarten		
History of education.....	87	56
Psychology.....	88	73
School management.....	63	62
Kindergarten methods.....	86	47
Primary methods.....	73	50
Total.....	397	288
Drawing.....	50	25
Commercial.....	37	20
Total.....	484	333

TABLE 14  
Examinations for teachers state certificates 1911

SUBJECTS	PAPERS WRITTEN	PAPERS ACCEPTED
Spelling.....	480	132
Arithmetic.....	392	268
Geography.....	428	283
Grammar.....	430	362
Algebra.....	274	166
Physiology and hygiene.....	317	202
American history.....	272	211
Composition.....	382	264
English and American literature.....	154	133
Foreign language.....	233	177
Plane geometry.....	219	180
Physics.....	147	111
Chemistry.....	32	29
Physical geography.....	138	71
Botany.....	85	38
Zoology.....	28	8
Ancient history.....	91	78
European history.....	9	5
History of Great Britain and Ireland.....	67	41
Civics.....	234	187
Drawing.....	250	191
History of education.....	186	152
Psychology.....	93	67
Methods of teaching.....	251	144
School management.....	350	328
School law.....	303	213
Bookkeeping.....	13	9
Total.....	5 858	4 050

TABLE 15  
Examinations for state certificates, August 1911

PLACE	NUMBER OF CANDIDATES	LIFE CERTIFICATES ISSUED	LIMITED CERTIFICATES ISSUED
Albany .....	69	2	3
Binghamton .....	28	2	..
Buffalo .....	43	2	2
Buffalo (Sacred Heart Academy) .....	54	1	..
Chautauqua .....	8	..	..
Cortland .....	70	7	3
Elmira .....	26	3	1
Hornell .....	11	1	..
Hudson Falls .....	8	..	..
Ithaca .....	12	..	2
Kingston .....	50	6	1
Liberty .....	11	1	..
Malone .....	8	2	..
New York .....	76	7	3
Norwich .....	10	1	..
Ogdensburg .....	15	1	..
Oneonta .....	19	2	2
Plattsburg .....	9	1	..
Rochester .....	37	2	..
Rochester (Nazareth Academy) .....	42	..	..
St. Joseph's Academy (Lockport) .....	17	2	..
St. Joseph's Convent (Troy) .....	37	3	..
St. Lucy's Academy (Syracuse) .....	16	2	..
Salamanca .....	8	1	..
Syracuse .....	30	1	1
Utica .....	55	2	..
Watertown .....	36	1	..
Total .....	805	53	18

TABLE 16  
Successful candidates for life state certificates, 1911

Halsey Atkins	Nina P. MacDonald
Nellie A. Barnes	Margaret M. McGowan
Seymour D. Bates	Marie de laS. Maher
Carolyn Becker	Lizzie H. Malchoff
Charles H. Burhyte	Mary Mannhardt
M. Hortense Byrne	Eugene L. Moe
Mary E. Caragher	Odilia Moosmann
Elizabeth Conlin	Frank R. Myers
Anna T. Cook	Nellie A. Noonan
David T. Corp	Alice L. Owen
Charles W. Cortright	Clara G. Potter
Edith F. Crane	Hermon C. Radley
Elizabeth N. C. Farr	Addie K. Revill
Andrew V. French	Arnold L. Richardson
Anna M. Furey	Joseph Sauron
John B. Gelinas	Etta M. Sheeley
Anthony M. A. Giroudon	Rupert A. Smith
Bertha A. Green	Anna B. Sweeney
Daisy M. Hallett	Fannie E. Terpenning
Mary W. Hartwig	Arthur I. Tyler
Marie C. Hogan	Charles L. Van Nort
Ruby Johnson	Bessie Vredenburg
Theresa B. Kane	Jessie M. Wallace
Hannah Keefe	Ruth E. Wallin
Sara E. Landers	Elizabeth H. Wilson
Chester A. Laraway	Oliver W. Winch
Albert S. MacArthur	



TABLE 17  
Summary of training school examinations, 1911-12

SUBJECTS	0-74	75-89	90-100	TOTAL
Arithmetic. . . . .	423	1 006	91	1 523
Geography. . . . .	72	833	221	1 126
English. . . . .	109	905	112	1 126
Nature study. . . . .	3	267	709	979
Physiology and hygiene. . . . .	281	848	112	1 234
American history and civics. . . . .	42	933	428	1 403
Drawing. . . . .	104	799	170	1 073
History of education. . . . .	143	817	213	1 173
Psychology. . . . .	62	805	227	1 094
School management. . . . .	28	951	108	1 080
Reading, writing and spelling. . . . .	33	898	69	1 000
Total. . . . .	1 303	9 055	2 463	12 821

TABLE 18  
Training school examinations, 1911-12

PLACE	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS REJECTED	NUMBER OF PAPERS ACCEPTED AT 75-89	NUMBER OF PAPERS ACCEPTED AT 90-100	TOTAL NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED
Albany. . . . .	191	29	138	24	162	85.1
Auburn. . . . .	16	7	6	3	9	56.2
Brooklyn. . . . .	5 708	558	4 004	1 140	5 150	90.2
Buffalo. . . . .	156	8	86	62	148	94.8
Cohoes. . . . .	229	66	140	23	163	71.2
Elmira. . . . .	85	10	62	13	75	88.2
Jamaica. . . . .	1 247	145	933	169	1 102	88.3
Jamestown. . . . .	75	5	39	31	70	93.3
New York. . . . .	3 583	325	2 569	689	3 258	90.9
Rochester. . . . .	372	35	249	88	337	90.6
Schenectady. . . . .	143	3	118	22	140	97.2
Syracuse. . . . .	211	34	148	29	177	83.8
Troy. . . . .	185	38	132	15	147	79.4
Watertown. . . . .	267	27	189	51	240	89.8
Yonkers. . . . .	353	13	242	98	340	96.3
Total. . . . .	12 821	1 303	9 055	2 463	11 518	89.8

TABLE 19  
Summary of training class examinations 1911-12

SUBJECTS	0-74	75-89	90-100	TOTAL
Spelling	454	719	461	1 637
Arithmetic	375	708	423	1 506
Geography	152	991	237	1 380
English	174	1 107	80	1 367
Nature study	11	451	753	1 215
Physiology	145	852	319	1 346
History and civics	144	1 051	350	1 551
Drawing	454	994	112	1 560
History of education	121	984	215	1 320
Psychology	339	1 052	134	1 514
School law	223	701	259	1 243
School management	155	1 106	80	1 347
Reading	221	1 080	55	1 365
Total	2 961	11 802	3 528	18 351

TABLE 20  
Training class examinations 1911-12

PLACES	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS REJECTED	NUMBER OF PAPERS ACCEPTED AT 75-89	NUMBER OF PAPERS ACCEPTED AT 90-100	TOTAL NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED
Adams	231	31	150	50	200	86.6
Albion	134	10	95	29	124	92.5
Alfred	155	20	109	26	135	87.1
Angelica	174	29	123	22	145	83.3
Antwerp	152	34	89	29	118	77.6
Baldwinsville	197	16	119	62	181	91.9
Ballston Spa	263	23	165	75	240	91.2
Belfast	280	71	164	45	209	74.6
Boonville	286	34	191	61	252	88.1
Brushton	312	73	199	40	239	76.6
Canisteo	281	46	202	33	235	83.6
Carthage	131	20	93	18	111	84.7
Catskill	276	69	169	38	207	75.0
Cattaraugus	128	28	85	14	100	78.1
Chateaugay	204	66	129	9	138	67.6
Clarence	135	12	89	34	123	91.1
Clayton	143	22	98	23	121	84.6
Clinton	141	15	99	27	126	89.4
Clyde	109	13	115	41	156	92.3
Colton	138	58	73	7	80	58.0
Copenhagen	144	14	109	21	130	90.3
Corinth	174	30	118	26	144	82.8
Corning	324	42	207	75	282	87.0
Delevan	287	42	202	43	245	85.4
Deposit	126	19	76	31	107	84.9
DeRuyter	212	28	129	55	184	86.8
Dundee	201	13	144	44	188	93.5
Ellenville	141	11	91	39	130	92.1
Ellington	206	80	115	11	126	61.1
Forestville	278	28	188	62	250	89.9
Friendship	187	28	122	37	159	85.0
Fulton	179	19	110	50	160	89.3
Glens Falls	177	20	103	54	157	88.7
Goshen	151	27	99	25	124	82.1
Greene	157	38	107	12	119	75.8
Greenport	199	5	129	65	194	97.5
Hammondsport	179	36	113	30	143	79.9
Hancock	196	62	119	15	134	68.4
Harrisville	150	44	96	10	106	70.7
Horseheads	184	24	130	30	160	87.0
Hudson Falls	328	29	192	107	299	91.2
Ithaca	204	44	123	37	160	78.4
Johnstown	252	6	137	109	246	97.6

TABLE 20 (concluded)  
Training class examinations 1911-12

PLACES	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS REJECTED	NUMBER OF PAPERS ACCEPTED AT 75-89	NUMBER OF PAPERS ACCEPTED AT 90-100	TOTAL NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS WRITTEN ACCEPTED
Jordan.....	146	25	98	23	121	81.5
Lowville.....	253	56	169	28	197	77.9
Madrid.....	210	50	133	27	160	76.2
Malone.....	261	33	167	61	228	87.4
Margaretville.....	173	33	109	31	140	80.9
Middleport.....	256	10	178	68	246	96.1
Monticello.....	146	24	99	23	122	83.6
Moorea.....	156	23	101	32	133	85.3
Moravia.....	240	33	159	48	207	86.3
Morris.....	195	30	130	35	165	84.6
Naples.....	329	65	213	51	264	80.2
Newark Valley.....	151	34	106	11	117	77.5
North Cohocton.....	301	27	199	75	274	91.0
Norwich.....	276	23	172	81	253	91.7
Nunda.....	175	36	119	20	139	79.4
Ogdensburg.....	236	31	146	59	205	86.9
Olean.....	135	24	90	21	111	82.2
Onondaga Valley.....	355	65	218	72	290	81.7
Owego.....	186	7	106	73	179	96.2
Palmyra.....	165	21	115	29	144	87.3
Penn Yan.....	355	47	226	82	308	86.8
Pittsford.....	186	37	114	35	149	80.1
Port Henry.....	192	53	120	19	139	72.4
Port Jervis.....	310	43	204	63	267	86.1
Pulaski.....	254	52	163	39	202	79.5
Ravena.....	139	20	89	30	119	85.6
Richfield Spa.....	336	67	234	35	269	80.1
Salamanca.....	175	10	106	59	165	94.3
Sandy Creek.....	132	21	81	30	111	84.1
Schenenys.....	308	66	180	62	242	78.6
Schoharie.....	152	27	87	38	125	82.2
Sherman.....	128	22	86	20	106	82.8
Spencer.....	142	24	97	21	118	83.1
Springville.....	170	8	101	61	162	95.3
Stamford.....	228	34	152	42	194	85.1
Tully.....	193	18	135	40	175	90.7
Unadilla.....	203	28	145	30	175	86.2
Union.....	152	13	105	34	139	91.4
Walton.....	314	41	208	65	273	86.9
Warsaw.....	216	51	153	12	165	76.4
Waterloo.....	131	16	90	25	115	87.8
Watkins.....	135	37	77	21	98	72.6
Westfield.....	250	72	148	30	178	71.2
Westport.....	201	53	130	18	148	73.6
Wilson.....	218	29	154	35	189	86.7
Wolcott.....	144	36	82	26	108	75.0
Total.....	18 275	2 954	11 810	3 511	15 321	83.9

TABLE 21  
Training class examinations for rural school renewable certificates, August  
1911-June 1912

SUBJECTS	PAPERS WRITTEN	PAPERS ACCEPTED
Nature study and agriculture.....	625	533
Methods of teaching.....	731	407
School law.....	504	288
School management.....	585	359
Total.....	2 505	1 587

TABLE 22

## Papers written by competitors for Cornell scholarships

English.....	420
Latin.....	139
French.....	116
German.....	258
Greek.....	11
Ancient history.....	58
English history.....	58
American history.....	300
Advanced mathematics.....	86
Algebra.....	411
Plane geometry.....	419
Physics.....	118
Chemistry.....	94
Total number of papers.....	2 488
Number of candidates.....	423

TABLE 23

## Professional examinations, 1911-12

	Date	Number candidates examined	Number papers written	Number credentials issued
C. P. A.....	Feb.....	66	191	20
	June.....	138	429	15
		204	620	35
Dental.....	Sept.....	53	291	47
	Feb.....	23	138	12
	June.....	159	1 211	114
Indorsement.....		235	1 640	173
				20
Druggist.....	Sept.....	22	88	11
	Feb.....	40	160	34
	May.....	31	136	21
	June.....	24	96	12
		120	480	78
Exchange.....				2
Medical.....	Sept.....	216	1 012	84
	Feb.....	151	790	75
	May.....	116	568	50
	June.....	401	1 907	198
Indorsement.....		884	4 286	407
				56

TABLE 23 (concluded)  
Professional examinations, 1911-12

	Date	Number candidates examined	Number papers written	Number credentials issued
Nurse.....	Feb.....	424	2 490	381
	June.....	630	3 694	585
		1 054	6 184	966
Waiver.....	.. ..	.....	.	131
Optometry.....	Sept.....	4	9	1
	Feb.....	3	8	0
	June.....	7	42	2
		14	59	3
Waiver.....	.. ..	.....	.	2
Pharmacy.....	Sept.....	68	257	42
	Feb.....	52	192	30
	May.....	181	732	140
	June.....	90	343	67
		394	1 524	279
Exchange .....	.. ..	.....	.....	68
Veterinary... ..	Sept.....	9	13	6
	Feb.....	4	10	4
	May.....	0	0	0
	June.....	25	175	16
		38	198	26
Indorsement. ....	.. ..	.....	.	5
Grand total.....	.. ..	2 943	14 991	2 251



## EXHIBIT H

### SCHOOL SUPERINTENDENTS

Table 1 District superintendents

Table 2 Superintendents of schools in cities

Table 3 Superintendents of schools in villages





TABLE I

District superintendents for the term ending August 1, 1916

Revised to November 1, 1912

COUNTY	DIST.	NAME	POST OFFICE
Albany.....	1	Newton Sweet.....	Ravena
	2	William J. Haverly.....	West Berne
	3	Walter Scott Clark.....	West Albany, R. F. D.
Allegany.....	1	George W. D'Autremont.....	Hume
	2	John D. Jones.....	Cuba
	3	E. DeLancy Walters.....	Bolivar
	4	Charles D. Hill.....	Angelica
	5	Willet Lyon Ward.....	Wellsville
Broome.....	1	Kasson E. Beilby.....	Deposit
	2	J. Edward Hurlburt.....	Windor
	3	Mabel Louise Watrous.....	Endicott
	4	Erwin B. Whitney.....	Whitney Point
Cattaraugus...	1	Joel J. Crandall.....	Franklinville
	2	Gilbert A. Farwell.....	Hinsdale
	3	Arthur H. Mathewson.....	West Valley
	4	George E. Waller.....	Little Valley
	5	Edward A. Stratton.....	Randolph
Cayuga.....	1	Howard S. R. Murphy.....	Cato
	2	Olin W. Wood.....	Auburn
	3	Anna M. Kent (Mrs).....	Union Springs
	4	Gordon Bennett Springer.....	Genoa
	5	Henry Greenfield.....	Moravia, R. F. D 13
Chautauqua....	1	Joseph N. Palmer.....	Fredonia
	2	James R. Flagg.....	Frewsburg
	3	Jonathan M. Barker.....	Niobe
	4	Pratt E. Marshall.....	Sherman
	5	L. Waldo Swain.....	Westfield
	6	Judson S. Wright.....	Falconer
Chemung.....	1	Walter C. King.....	Horseheads
	2	Martha Meredith Cox.....	506 Flood st., Elmira
Chenango.....	1	Ellen Elizabeth Baldwin.....	Lincklaen
	2	Albert Clark Bowers.....	Sherburne
	3	John S. Childs.....	Oxford
	4	Jane I. Schenck.....	Greene
	5	Mary L. Isbell.....	Norwich
Clinton.....	1	Oliver A. Wolcott.....	Keesville
	2	Ernest B. Sargeant.....	Ellenburg
	3	Grace Ladd Decker (Mrs).....	Rouses Point
Columbia.....	1	Staunton B. Smith.....	East Chatham
	2	Winthrop L. Milhas.....	Valatie
	3	Ezbon A. Smith.....	Blue Stores
Cortland.....	1	Charles W. Ellis, jr.....	McGraw
	2	Ada M. Shuler (Mrs).....	McGraw
	3	Alice B. Greene.....	Marathon
Delaware.....	1	Lillian M. Reichard.....	Masonville
	2	Z. LeRoy Myers.....	Downsville
	3	Edward O. Harkness.....	Delhi
	4	Lincoln R. Long.....	Margaretville
	5	Milton G. Nelson.....	Franklin
	6	Arthur T. Hamilton.....	North Harpersfield
Dutchess.....	1	Frank L. Haight.....	Fishkill
	2	Frederick E. Benedict.....	La Grangeville
	3	Clara E. Drum.....	Clinton Corners
	4	William R. Tremper.....	Rhinebeck
Erie.....	1	Charles Albert Heist.....	Clarence
	2	Henry Alexander Dann.....	Lancaster
	3	William E. Pierce.....	East Aurora
	4	Edgar D. Ormsby.....	North Collins
	5	William E. Bensley.....	Springville
Essex.....	1	Cyrus J. Mousaw.....	Schroon Lake
	2	Gertrude M. Spear.....	Westport
	3	Mattie J. Prime.....	Upper Jay
Franklin.....	1	Eugene L. Moe.....	Burke
	2	George LaGraff.....	Tupper Lake
	3	Fredus H. Wilcox.....	North Bangor
	4	Gertrude E. Hyde.....	Moir
Fulton.....	1	Fred A. Stryker.....	Stratford
	2	Clarence E. Van Buren.....	Broadalbin
Genesee.....	1	Edward M. McCullough.....	9 Lincoln av., Batavia
	2	Thomas A. Clement.....	South Byron

TABLE I (continued)\*

District superintendents for the term ending August 1, 1916

COUNTY	DIST.	NAME	POST OFFICE
Greene.....	1	Randall N. Saunders.....	Athens
	2	Robert M. MacNaught.....	Windham
	3	Walter J. Decker.....	Hunter
Hamilton.....	1	Charles B. Hanley.....	Wells
Herkimer.....	1	Arthur J. Rose.....	West Winfield
	2	Silas C. Kimm.....	Dolgeville
	3	Charles B. Keller.....	Little Falls
	4	Jacob Charles Spall.....	Cold Brook
Jefferson.....	1	Charles M. Pierce.....	Adams
	2	William J. Linnell.....	Brownville
	3	Thomas B. Stoel.....	Cape Vincent
	4	Robert W. Bowman.....	Sacketts Harbor
	5	D. D. T. Marshall.....	Redwood
	6	Clair B. Burns.....	Evans Mills
Lewis.....	1	Ursula Teresa Marilley.....	Croghan
	2	F. Reid Spaulding.....	Copenhagen
	3	Ruth M. Johnston.....	Port Leyden
	4	A. Winfield Trainor.....	West Leyden
Livingston.....	1	John P. Magee.....	Groveland
	2	Jay F. Smith.....	Dansville, R. F. D. 1
	3	Harrison F. Collister.....	Dalton
Madison.....	1	Irving S. Sears.....	Hamilton
	2	Clayton Wratten.....	DeRuyter
	3	Herbert C. W. Kingsbury.....	Morrisville
	4	Daniel Keating.....	84 Elizabeth st., Oneida
Monroe.....	1	Wallace W. Rayfield.....	Webster
	2	Mark Byron Furman.....	East Rochester
	3	Fred W. Hill.....	Spencerport
	4	John C. Malloch.....	Churchville
Montgomery.....	1	N. Berton Alter.....	Randall
	2	Lela Gardinier Dodge (Mrs).....	Fonda
Nassau.....	1	James S. Cooley.....	Mineola
	2	Wellington C. Mephram.....	Merrick
Niagara.....	1	Thomas G. Cramer.....	Gasport
	2	Orrin A. Kolb.....	Lockport, R. F. D. 5
	3	William D. Wisner.....	Ransomville
Oneida.....	1	Ray P. Snyder.....	New York Mills
	2	Harry C. Buck.....	Clayville
	3	William J. Lewis.....	Westmoreland
	4	Frank Elmer Mathewson.....	Verona
	5	Staunton D. Austin.....	Barneveld
	6	Pauline Louisa Scott.....	Blossvale
Onondaga.....	7	Daniel M. Blue.....	Boonville
	1	Robert B. Searle.....	East Onondaga
	2	George T. Fuggle.....	Jamesville
	3	Elmer E. McDowell.....	Memphis
	4	Manford D. Green.....	Liverpool
	5	Florence E. S. Knapp (Mrs).....	Camillus
Ontario.....	1	Leon J. Cook.....	East Bloomfield
	2	Willis Arnold Ingalls.....	Phelps
	3	Elbert Grant Soper.....	Seneca Castle
	4	Harrie P. Weatherlow.....	Naples
Orange.....	1	Theron L. McKnight.....	Central Valley
	2	Orville Eichenberg.....	Monroe
	3	Sanford A. Cortright.....	86 Grand av., Middletown
Orleans.....	1	Luella P. Hoyer.....	Medina, R. F. D.
	2	Cora V. Luttenton.....	Albion
	3	Harriet F. S. Salisbury (Mrs).....	Albion, R. F. D. 1
Oswego.....	1	Mildred G. Pratt.....	Iacona
	2	Joseph M. Bonner.....	Richland
	3	Queenia Rose Tooley.....	Fulton, R. F. D. 4
	4	Charles I. Kingsbury.....	Mexico
	5	Warren S. Gardner.....	Fulton
Otsego.....	1	Harrison Cossaart.....	Cherry Valley
	2	Menzo Burlingame.....	Worcester
	3	John B. McManus.....	Cooperstown
	4	May Firman.....	Oneonta
	5	Merton R. Porter.....	Morris
	6	Floyd R. Thayer.....	Edmeston
Putnam.....	1	James Henry Brooks.....	Garrison

\* Appointed by county judge.

TABLE I (concluded)

District superintendents for the term ending August 1, 1916

COUNTY	DIST.	NAME	POST OFFICE
Rensselaer .....	1	Charlotte B. Clark (Mrs).....	2326 15th st., Troy
	2	Christopher H. Maher.....	Berlin
	3	George W. Patterson, jr.....	East Greenbush
Rockland.....		Ira H. Lawton.....	60 Elysian av., Nyack
St Lawrence .....	1	William T. Clark.....	Hailesboro
	2	Frank H. Wallace.....	Morristown
	3	Carlos S. Blood.....	Heuvelton
	4	Percy S. Ault.....	Waddington
	5	Rose M. Libby.....	Colton
	6	W. S. Herrick.....	Colton
	7	Michael A. Hallahan.....	Brasher Falls
	8	Albert J. Fields.....	Winthrop
Saratoga.....	1	A. A. Lavery.....	Elmira
	2	Lou Messinger.....	Ballston Spa
	3	Ernest E. Hinman.....	Schuylerville
	4	Ida Mary Smith.....	115 Woodlawn av., Saratoga Springs
Schenectady.....		James Wingate.....	Princeton
Schoharie.....	1	Leslie A. Tompkins.....	Jefferson
	2	Wellington E. Van Wormer.....	Middleburg
	3	Ralph W. Eldridge.....	Sharon Springs
Schuyler.....	1	Alberta Spaulding.....	Burdett
	2	Jane M. Haring.....	Watkins
Seneca....	1	Alice L. Owen.....	Ovid
	2	Charles B. Earl.....	Waterloo
Steuben .....	1	Levi R. Tubbs.....	142 Bridge st., Corning
	2	Winfred Morrow.....	Bath
	3	George Horatio Guinnip.....	Addison
	4	Frederick C. Wilcox.....	Greenwood
	5	Henry Morton Brush.....	Arkport
	6	Guyon J. Carter.....	Avoca
	7	Joseph Gillette McConnell.....	Prattsburg
Suffolk.....	1	Charles H. Howell.....	Riverhead
	2	J. Henry Young.....	Central Islip
	3	Leonard J. Smith.....	Smithtown Branch
Sullivan.....	1	Frederick J. Lewis.....	Barryville
	2	Charles S. Hick.....	Jeffersonville
	3	Emma Cooke Chase (Mrs).....	Livingston Manor
Tioga.....	1	Arthur E. Belden.....	Newark Valley
	2	M. Delos Goodrich.....	Tioga Center
	3	Harold Taft Whittemore.....	Nichols
Tompkins... ..	1	Fred A. Beardsley.....	Trumansburg, R. F. D. 33
	2	Hattie Knapp Buck.....	North Lansing
	3	John D. Bigelow.....	109 Hudson st., Ithaca
Ulster.....	1	Emily S. Burnett.....	Kingston Sta. R.
	2	John Union Gillette.....	Port Ewen
	3	John M. Schoonmaker.....	Accord
	4	Wallace John Andrews.....	Oliverea
Warren.. ..	1	Franklin Fuller Gunn.....	Glens Falls
	2	John R. Stickney.....	Bolton Landing
	3	Rose Minnick (Mrs).....	Glens Falls
Washington .....	1	Amelia Blasdell.....	Fort Ann
	2	Myra L. Ingalsbe.....	Hartford
	3	Mary A. Potter.....	Greenwich, R. F. D. 4
	4	Francis Henry Rich.....	Shushan, R. F. D.
Waync.....	1	Helen Curtis Andrews (Mrs).....	Lyons
	2	Ida E. Cosad (Mrs).....	Wolcott
	3	Albert H. McMurray.....	Walworth
	4	R. O. Brundige.....	Ontario
Westchester.....	1	Samuel James Preston.....	White Plains
	2	Charles H. Cheney.....	White Plains
	3	George H. Covey.....	Katonah
	4	Robert Dwight Knapp.....	Purdy Station
Wyoming.....	1	John T. McCurren.....	Bliss
	2	Ernest Daniel Jones.....	Wyoming
	3	George H. Stratton.....	Castile
Yates.....	1	Joseph Finton Bullock.....	Penn Yan
	2	Edward Payson Corbit.....	Rushville

TABLE 2  
Superintendents of schools in cities of the State

CITY	SUPERINTENDENT	CITY	SUPERINTENDENT
Albany.....	C. Edward Jones	New Rochelle... .	Albert Leonard
Amsterdam.....	Harrison T. Morrow	New York.....	W. H. Maxwell
Auburn.....	Henry D. Hervey	Newburgh.....	James M. Crane
Binghamton.....	Daniel J. Kelly	Niagara Falls.....	R. A. Taylor
Buffalo.....	Henry P. Emerson	N. Tonawanda.....	R. A. Searing
Cohoes.....	Edward Hayward	Ogdensburg.....	H. H. Southwick
<sup>a</sup> Corning, dist. 9.....	Hannibal H. Chapman	<sup>a</sup> Olean.....	Samuel J. Slawson
<sup>a</sup> Corning, dist. 13.....	A. M. Blodgett	Oneida.....	B. M. Gould
Cortland.....	F. E. Smith	Oneonta.....	George J. Dann
Dunkirk.....	Delmer E. Batcheller	Oswego.....	Charles W. Richards
Elmira.....	Asher J. Jacoby	Plattsburg.....	Frank K. Watson
Fulton.....	James R. Faargrieve	Port Jervis.....	Lincoln J. Roys
Geneva.....	W. H. Truesdale	Poughkeepsie.....	Sylvester R. Shear
Glens Falls.....	Elbert W. Griffith	Rensselaer.....	Arthur Z. Boothby
Gloversville.....	James A. Estee	Rochester.....	Herbert S. Weet
<sup>a</sup> Hornell.....	Elmer S. Redman	Rome.....	George R. Staley
Hudson.....	Charles S. Williams	Schenectady.....	A. R. Brubacher
Ithaca.....	F. D. Boynton	Syracuse.....	Percy M. Hughes
Jamestown.....	Rovillus R. Rogers	Tonawanda.....	Frank K. Sutley
Johnstown.....	Erle L. Ackley	Troy.....	William A. Dunne, <i>act.</i>
Kingston.....	Myron J. Michael	Utica.....	Wilbur B. Sprague
Lackawanna.....	A. E. Cook	Watertown.....	Frank S. Tisdale
Little Falls.....	John A. DeCamp	Watervliet.....	Hugh H. Lansing
Lockport.....	Emmet Belknap	Yonkers.....	C. E. Gorton
Middletown.....	James F. Tuthill		
Mount Vernon.....	Edwin C. Broome		

<sup>a</sup> City school system not organized.

TABLE 3  
Superintendents of schools in villages having a population of 5000 or more

VILLAGE	SUPERINTENDENT	VILLAGE	SUPERINTENDENT
Albion.....	W. G. Carmer	North Tarrytown..	Charles A. Benedict
Batavia.....	John Kennedy	Norwich.....	Stanford J. Gibson
Canandaigua.....	Luther N. Steele	Nyack.....	Edward J. Bonner
Catskill.....	Edwin C. Hocmer	Ossining.....	W. H. Ryan
Fredonia.....	William B. Blasdell	Owego.....	Isaac S. Carroll
Freeport.....	Ward C. Moon	Patchogue.....	Wellington E. Gordon
Glen Cove.....	Albert T. Bouck	Peekskill, dist. 7.....	Walter H. Young
Haverstraw.....	L. O. Markham	Peekskill, dist. 8.....	A. D. Dunbar
Hempstead.....	Ira M. Gast	Penn Yan.....	N. Winton Palmer
Herkimer.....	George M. Elmendorf	Port Chester.....	E. G. Lantman
Hoosick Falls.....	Clyde L. Harvey	Salamanca.....	Thomas Stone Bell
Hudson Falls.....	Frances A. Tefft	Saranac Lake.....	H. V. Littell
Huntington.....	Robert K. Toaz	Saratoga Springs.....	Thomas R. Kneil
Ilion.....	H. M. Schwartz	Seneca Falls.....	Frederick J. Medden
Lansingburg.....	Neil K. White	Solvay.....	C. O. Richards
Lawrence.....	Fred DeL. King	Tarrytown.....	Leslie V. Case
Malone.....	R. M. Northup	Waterford.....	Loraine W. Bills
Mamaroneck.....	George J. McAndrew	Waverly.....	Percy C. Meserve
Mechanicville.....	A. J. Fry	Whitehall.....	W. W. Andrews
Medina.....	Paul R. Merriman	White Plains.....	John W. Lumbard
Newark.....	William M. Fort		

## EXHIBIT I

### HIGHER EDUCATION

Table 1 Statistics of universities, colleges, professional and technical schools

Table 2 Property and financial statement

Table 3 Grand totals

Table 4 Registered schools of nursing

Table 5 Registered schools of nursing

TABLE  
Statistics of universities, colleges,

No.	NAME	LOCATION
<b>I</b> <b>UNIVERSITIES</b>		<b>2</b>
1	Alfred University.....	Alfred, Allegany co.....
2	<sup>a</sup> Columbia University.....	New York.....
3	Cornell University.....	Ithaca, Tompkins co.....
4	New York University.....	New York.....
5	St Lawrence University.....	Canton, St Lawrence co.....
6	Syracuse University.....	Syracuse, Onondaga co.....
7	Union University.....	Schenectady.....
8	University of Buffalo.....	Buffalo, Erie co.....
<b>GRADUATE DEPARTMENTS</b>		
1	Columbia University, graduate faculties.....	New York.....
2	Cornell University, graduate department.....	Ithaca, Tompkins co.....
3	New York University, graduate school.....	New York.....
4	Syracuse University, graduate school.....	Syracuse, Onondaga co.....
<b>COLLEGES FOR MEN</b>		
1	Brooklyn College.....	Brooklyn, Kings co.....
2	Canisius College.....	Buffalo, Erie co.....
3	Colgate University.....	Hamilton, Madison co.....
4	College of St Francis Xavier.....	New York.....
5	College of the City of New York.....	New York.....
6	Columbia College.....	New York.....
7	Fordham University, St John's College.....	Fordham, New York co.....
8	Hamilton College.....	Clinton, Oneida co.....
9	Hobart College.....	Geneva, Ontario co.....
10	Manhattan College.....	New York.....
11	New York University College.....	New York.....
12	Niagara University, collegiate department.....	Niagara University, Niagara co.....
13	St Bonaventure's College.....	Allegany, Cattaraugus co.....
14	St Francis College.....	Brooklyn, Kings co.....
15	St John's College.....	Brooklyn, Kings co.....
16	St Joseph's Seminary and College.....	Yonkers, Westchester co.....
17	St Stephen's College.....	Annandale, Dutchess co.....
18	Union College.....	Schenectady.....
<b>COLLEGES FOR WOMEN</b>		
1	College of Mt St Vincent.....	New York.....
2	College of New Rochelle.....	New Rochelle, Westchester co.....
3	Columbia University, Barnard College.....	New York.....
4	D'Youville College and Academy of the Holy Angels.....	Buffalo, Erie co.....
5	Elmira College.....	Elmira, Chemung co.....
6	Normal College of the City of New York.....	New York.....
7	Vassar College.....	Poughkeepsie, Dutchess co.....
8	Wells College.....	Aurora, Cayuga co.....
9	William Smith College.....	Geneva, Ontario co.....

<sup>a</sup> Including Barnard and Teachers College and College of Pharmacy of the City of New York.

I

## professional and technical schools

SENIOR OFFICER OF FACULTY					No.
3	b Denomination	Years in course	Days of regular instruction	6	
Boothe Colwell Davis Ph.D. D.D. (president).....	7 B.	c. ....	c. ....		1
Nicholas Murray Butler Ph.D. Lit.D. LL.D. (president).....	c. ....	c. ....	2200		2
Jacob Gould Schurman M.A. D.Sc. LL.D. (president).....	c. ....	c. ....	205		3
Elmer Elsworth Brown Ph.D. LL.D. (president).....	c. ....	c. ....	207		4
Almon Gunnison D.D. LL.D. (president).....	U.	c. ....	200		5
James Roscoe Day S.T.D. LL.D. (chancellor).....	M.E.	c. ....	206		6
Charles Alexander Richmond D.D. (president).....	c. ....	c. ....	c. ....		7
Charles P. Norton B.A. (chancellor).....	c. ....	c. ....	c. ....		8
Frederick J. E. Woodbridge M.A. LL.D. (dean).....		?	2200		1
Ernest Merritt M.E. (dean).....		?	205		2
Daniel W. Hering Ph.D. LL.D. (dean).....		?	207		3
William Henry Metzler Ph.D. (dean).....	M.E.	?	206		4
Rev. John H. O'Rourke (president).....	R.C.	4	174		1
Rev. Augustine A. Miller (president).....	R.C.	4	2180		2
E. B. Bryan LL.D. (president) W. H. Crawshaw LL.D. (dean).....	B.	4	172		3
Rev. Joseph H. Rockwell (president).....	R.C.	4	181		4
John Huston Finley LL.D. (president).....		4	180		5
Frederick P. Keppel B.A., Lit.D. (dean).....		4	2200		6
Rev. T. J. McCluskey (president) Rev. R. H. Johnson (dean).....	R.C.	4	208		7
Melancthon Woolsey Stryker D.D. LL.D. (president).....	P.	4	2214		8
Rev. Langdon Cheves Stewardson B.A. LL.D. (president).....	P.E.	4	201		9
Rev. Bro. Jerome (president).....	P.C.	4	206		10
Francis H. Stoddard Ph.D. (dean).....		4	207		11
Very Rev. Edward J. Walsh (president).....	R.C.	4	189		12
Very Rev. Fidelis J. Reynolds (president) Rev. Stephen Donovan (dean).....	R.C.	4	200		13
Brother David (president).....	R.C.	4	2174		14
Very Rev. John W. Moore (pres.) Rev. Edward L. Carey (dean).....	R.C.	4	180		15
Right Rev. Patrick J. Hayes D.D. (president).....	R.C.	4	2175		16
William Cunningham Rodgers D.D. (warden).....	P.E.	4	2166		17
Benjamin H. Ripton Ph.D. LL.D. (dean).....		4	233		18
Sr Mary Ambrose Dunphy (dean).....	R.C.	4	180		1
Rev. M. C. O'Farrell (president).....	R.C.	4	176		2
Virginia C. Gildersleeve Ph.D. (dean).....		4	2200		3
Sr Mary Augustine (president).....	R.C.	4	174		4
Alexander Cameron MacKenzie D.D. LL.D. (president).....	P.	4	2168		5
George Samler Davis LL.D. (president).....		4	186		6
James Monroe Taylor D.D. LL.D. (president).....		4	163		7
Robert Lansing Zabriske (acting president).....		4	167		8
Milton H. Turk Ph.D. (dean).....	P.E.	4	194		9

b 7B.—Seventh Day Baptist; U.—Universalist; M.E.—Methodist Episcopal; R.C.—Roman Catholic; B.—Baptist; P.—Presbyterian; P.E.—Protestant Episcopal. c See separate departments.

TABLE I  
Statistics of universities, colleges,

No.	OFFICERS OF INSTRUCTION							NUMBER				
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES			
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year
	7	8	9	10	11	12	13	14	15	16	17	18
1	22	7	7	9	8	43	10	53	94	98	83	33
2	181	105	196	37	181	583	117	700	1 185	820	1 172	958
3	154	89	237	7	186	645	28	673	1 375	1 265	688	654
4	91	35	71	59	89	338	7	345	1 129	630	392	147
5	19	.....	30	19	5	66	7	73	240	227	44	69
6	94	45	83	7	15	213	31	244	1 294	603	408	273
7	44	10	75	23	.....	158	.....	158	290	267	114	112
8	42	26	27	55	15	164	1	165	226	179	87	40
Tot.	647	323	726	216	499	2 210	201	2 411	5 833	4 089	2 988	2 286
1	92	30	18	10	15	164	1	165	.....	.....	.....	.....
2	154	89	.....	.....	.....	240	3	243	.....	.....	.....	.....
3	28	5	4	5	.....	42	.....	42	.....	.....	.....	.....
4	46	13	.....	.....	.....	59	.....	59	.....	.....	.....	.....
Tot.	320	137	22	15	15	505	4	509	.....	.....	.....	.....
1	5	2	.....	.....	.....	7	.....	7	15	13	12	.....
2	6	4	.....	.....	1	11	.....	11	24	8	7	12
3	20	9	2	.....	.....	31	.....	31	130	105	81	75
4	14	.....	.....	.....	.....	14	.....	14	31	12	17	12
5	15	28	54	.....	18	115	.....	115	537	286	181	202
6	37	30	31	2	7	107	.....	107	316	214	127	137
7	35	.....	.....	.....	.....	35	.....	35	65	46	38	32
8	15	4	.....	.....	.....	19	.....	19	54	43	40	47
9	14	3	7	.....	.....	24	.....	24	42	27	21	11
10	7	.....	5	1	.....	13	.....	13	34	13	18	15
11	21	13	12	4	2	52	.....	52	61	57	54	29
12	16	2	.....	.....	.....	18	.....	18	27	14	15	15
13	14	.....	5	.....	.....	19	.....	19	20	20	18	23
14	6	4	.....	.....	.....	10	.....	10	9	7	9	11
15	11	.....	.....	.....	.....	11	.....	11	32	14	19	4
16	25	.....	.....	.....	.....	25	.....	25	21	20	32	35
17	8	.....	2	.....	2	12	.....	12	19	16	6	6
18	15	5	10	2	.....	32	.....	32	99	81	67	69
Tot.	284	104	128	9	30	555	.....	555	1 536	996	772	735
1	15	8	2	5	.....	20	10	30	18	23	9	1
2	16	1	2	7	.....	11	15	26	33	25	21	21
3	29	21	25	3	10	64	24	88	219	129	154	72
4	9	10	4	15	.....	18	20	38	14	12	8	3
5	16	.....	2	.....	.....	6	12	18	82	43	35	40
6	13	14	43	.....	26	15	81	96	711	310	282	230
7	27	8	53	.....	24	19	93	112	306	278	228	243
8	15	3	8	18	.....	223	221	44	76	54	35	39
9	14	3	9	.....	1	25	2	27	19	9	11	19
Tot.	154	68	148	48	61	201	278	479	1 478	883	783	668



(continued)

## professional and technical schools

AND CLASSIFICATION OF STUDENTS												No.
BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADU-ATE COURSES		TOTAL REGISTRATION			
B.A.	B.S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
a. . . . .	a. . . . .	a. . . . .	206	102	22	54	.....	.....	b206	b111	b317	
a. . . . .	a. . . . .	a. . . . .	2 606	1 439	256	414	986	606	b3 743	b2 330	b6 073	
a. . . . .	a. . . . .	a. . . . .	3 629	353	229	36	313	70	b4 149	b447	b4 596	
a. . . . .	a. . . . .	a. . . . .	2 247	51	858	371	468	92	b3 480	b498	b3 978	
a. . . . .	a. . . . .	a. . . . .	398	182	41	9	28	.....	b460	191	b651	
a. . . . .	a. . . . .	a. . . . .	1 366	1 212	240	419	35	43	b1 583	b1 661	b3 244	
a. . . . .	a. . . . .	a. . . . .	772	11	.....	.....	4	.....	776	11	787	
a. . . . .	a. . . . .	a. . . . .	508	24	6	3	.....	.....	514	27	541	
.....	.....	.....	11 822	3 374	1 652	1 306	1 834	811	b14 911	b5 276	b20 187	
.....	.....	.....	.....	.....	72	57	806	498	878	555	1 433	
.....	.....	.....	.....	.....	.....	.....	313	70	313	70	383	
.....	.....	.....	.....	.....	.....	.....	259	56	259	56	315	
.....	.....	.....	.....	.....	.....	.....	35	43	35	43	78	
.....	.....	.....	.....	.....	72	57	1 413	667	1 485	724	2 209	
40	.....	.....	40	.....	.....	.....	.....	.....	40	.....	40	
51	.....	.....	51	.....	3	.....	.....	.....	54	.....	54	
145	246	.....	391	.....	11	.....	1	.....	403	.....	403	
72	.....	.....	72	.....	4	.....	.....	.....	76	.....	76	
648	558	.....	1 206	.....	41	.....	.....	.....	1 247	.....	1 247	
470	324	.....	794	.....	26	.....	.....	.....	820	.....	820	
145	33	3	181	.....	3	.....	.....	.....	184	.....	184	
82	.....	102	184	.....	.....	.....	.....	.....	184	.....	184	
42	59	.....	101	.....	.....	.....	2	.....	103	.....	103	
25	55	.....	80	.....	.....	.....	.....	.....	80	.....	80	
139	62	.....	201	.....	193	171	.....	.....	394	171	565	
71	.....	.....	71	.....	.....	.....	.....	.....	71	.....	71	
91	.....	.....	91	.....	.....	.....	.....	.....	91	.....	91	
36	.....	.....	36	.....	.....	.....	.....	.....	36	.....	36	
48	21	.....	69	.....	4	.....	.....	.....	73	.....	73	
108	.....	.....	108	.....	.....	.....	.....	.....	108	.....	108	
47	.....	.....	47	.....	16	.....	.....	.....	63	.....	63	
28	76	212	316	.....	.....	.....	.....	.....	316	.....	316	
2 288	1 434	317	4 039	.....	301	171	3	.....	4 343	171	4 514	
46	5	.....	.....	51	.....	6	.....	.....	.....	57	57	
100	.....	.....	.....	100	.....	3	.....	.....	.....	103	103	
540	34	.....	.....	574	.....	66	.....	.....	.....	640	640	
32	4	1	.....	37	.....	3	.....	1	.....	41	41	
124	76	.....	.....	200	.....	.....	.....	5	.....	205	205	
1 533	.....	.....	.....	1 533	.....	.....	.....	.....	1 533	1 533	1 533	
1 055	.....	.....	.....	1 055	.....	.....	.....	5	.....	1 060	1 060	
204	.....	.....	.....	204	.....	.....	.....	2	.....	206	206	
43	15	.....	.....	58	.....	3	.....	1	.....	62	62	
3 677	134	1	.....	3 812	.....	81	.....	14	.....	3 907	3 907	

a See separate departments. b Omitting duplicates.

TABLE I  
Statistics of universities, colleges,

DEGREES CONFERRED ON COMPLETION OF COURSE																
No.	B.A.	Ph.B.	B.S.	B.D.	Pd.B.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	TOTAL	
															Men	Women
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1	2	19	8												13	16
2	208		318			116	86		284		26	30	7	77	622	330
3	178		83			59	11			29	95	227		53	648	87
4	17		87			132	80			3				100	393	32
5	36		30	4		96									130	36
6	39	146	48		12	47	32				39	19	21	32	271	164
7	10	3	19			54	43		40					32	200	1
8						37	40	29	40					7	148	5
Tot.	490	168	593	4	12	547	292	29	164	32	160	276	28	301	2 425	671
1																
2																
3																
4																
Tot.																
1																
2	11														11	
3	34		38												72	
4	12														12	
5	121		100												221	
6	94		58												152	
7	23		9												32	
8	25	19	4												48	
9	5		6												11	
10	4		11								4				19	
11	17		52												49	20
12	5														5	
13	17														17	
14	11														11	
15	4														4	
16																
17	5	1													6	
18	10	3	19											32	64	
Tot.	398	23	297								4			32	734	20
1																
2	22															22
3	114		4													118
4	3														3	
5	23	17													40	
6	211														211	
7	245														245	
8	39														39	
9	13		7												20	
Tot.	670	17	11													698

a Conferred by College of Pharmacy of the City of New York. b Phar.B. conferred.

(continued)

## professional and technical schools

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED					No.
ON EXAMINATION				IN COURSE WITHOUT EXAMINATION		D.D. or S.T.D.				LL.D.		All others		TOTAL	
M.A.	Ph.D.	M.S.	All others	Men	Women			Men	Women					Men	
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
370	81	15	3	289	165			30	7		2	1	3		1
23	33	8	15	70	10			14	174	1	3	6	10		2
32	8	3	87	118	12			22	1	2	2		4		3
1			20	20	1			28	26	1	1		2		4
10		4		11	3			3	28	8	1	7	15	1	5
2			4	6				3	1	3	2	3	8		6
															7
															8
438	122	22	129	514	197			100	237	15	11	17	42	1	Tot.
370	81			286	165										1
23	33	15	15	70	10										2
32	8	3	2	40	5										3
10		4		11	3										4
435	122	22	17	407	189										Tot.
1				1											1
8				8						4	2	4	9	1	2
											3	3	6		3
															4
															5
															6
											3	10	11	2	7
1				1		14				1	5	3	9		8
						1				2	2	2	6		9
											1	2	3		10
						4		13					2		11
								6			2				12
													2		13
						2					4		4		14
								25							15
										6		1	7		16
2				2											17
															18
12				12		21		44		13	22	25	57	3	Tot.
															1
															2
															3
1					1										4
2					2										5
															6
5					5										7
															8
1					1							1		1	9
9					9							1		1	Tot.

TABLE I  
Statistics of universities, colleges,

No.	NAME	LOCATION
<b>I</b>		<b>2</b>
COLLEGES FOR MEN AND WOMEN		
1	Adelphi College	Brooklyn, Kings co.
2	Alfred University, college of liberal arts	Alfred, Allegany co.
3	Cornell University, college of arts and sciences	Ithaca, Tompkins co.
4	Keuka College	Keuka Park, Yates co.
5	St Lawrence University, college of letters and science	Canton, St Lawrence co.
6	Syracuse University, college of liberal arts	Syracuse, Onondaga co.
7	University of Rochester	Rochester, Monroe co.
THEOLOGY		
1	Alfred University, Alfred Theological Seminary	Alfred, Allegany co.
2	Auburn Theological Seminary	Auburn, Cayuga co.
3	Colgate University, Hamilton Theological Seminary	Hamilton, Madison co.
4	General Theological Seminary of the P. E. Church	New York.
5	German Martin Luther Seminary	Buffalo, Erie co.
6	Hartwick Seminary, theological department	Hartwick Seminary, Otsego co.
7	Jewish Theological Seminary of America	New York.
8	Niagara University, Seminary of Our Lady of Angels	Niagara University, Niagara co.
9	Rochester Theological Seminary	Rochester, Monroe co.
10	St Bernard's Seminary	Rochester, Monroe co.
11	St Bonaventure's College, theological department	Allegany, Cattaraugus co.
12	St John's College, theological department	Brooklyn, Kings co.
13	St Joseph's Seminary and College	Yonkers, Westchester co.
14	St Lawrence University, Canton Theological School	Canton, St Lawrence co.
15	Union Theological Seminary	New York.
EDUCATION		
1	Columbia University, Teachers College	New York.
2	New York State Normal College	Albany.
3	New York University, School of Pedagogy	New York.
	Syracuse University, Teachers College	Syracuse, Onondaga co.
LAW		
1	Columbia University, school of law	New York.
2	Cornell University, college of law	Ithaca, Tompkins co.
3	Fordham University, school of law	Fordham, New York co.
4	New York Law School	New York.
5	New York University Law School	New York.
6	St Lawrence University, Brooklyn Law School	Brooklyn, Kings co.
7	Syracuse University, school of law	Syracuse, Onondaga co.
8	Union University, Albany Law School	Albany.
9	University of Buffalo, Buffalo Law School	Buffalo, Erie co.

(continued)

## professional and technical schools

SENIOR OFFICER OF FACULTY		a Denomination	Years in course	Days of regular instruction	No.
3	4	5	6		
Charles H. Levermore, Ph.D. (president).....	7B.	2-4	167	1	
Alpheus Burdick Kenyon D.Sc. (dean).....	7B.	4	167	2	
Charles Henry Hull Ph.D. (dean).....	7B.	4	205	3	
Joseph Archibald Serena (president).....	B.	4	205	4	
Henry Priest Ph.D. (dean).....	U.	4	200	5	
Frank Smalley Ph.D. (dean).....	M.E.	4	206	6	
Rush Rhees D.D. LL.D. (president).....	B.	4	174	7	
Arthur Elwin Main M.A. L.H.D. D.D. (dean) ..	7B.	3	167	1	
George Black Stewart D.D. LL.D. (president) ..	P.	3	153	2	
William H. Allison B.D. Ph.D. (dean) ..	B.	3	172	3	
Very Rev. Wilford L. Robbins D.D. LL.D. (dean) ..	P.E.	3	170	4	
Rev. Rudolph Grabau (president).....	L.	3-4	2160	5	
Alfred Hiller D.D. (chairman).....	L.	3	2179	6	
Solomon Schechter M.A. Lit.D. (president) ..	He.	4	130	7	
Very Rev. Edward J. Walsh (president).....	R.C.	4	189	8	
[Vacancy].....	B.	3	155	9	
James J. Hartley D.D. (prorector).....	R.C.	6	205	10	
Very Rev. Benvenutus Ryan (dean).....	R.C.	4	200	11	
Rev. William C. Hoxter (dean).....	R.C.	4	180	12	
Very Rev. John P. Chidwick D.D. (president) ..	R.C.	4	2175	13	
Henry Prentiss Forbes D.D. (dean).....	U.	4	200	14	
Francis Brown Ph.D. D.D. LL.D. (president)....	P.	3	149	15	
James Earl Russell LL.D. (dean).....	b.	..	2200	1	
William J. Milne Ph.D. LL.D. (president) ..	..	2-4	182	2	
Thomas M. Balliet Ph.D. (dean).....	..	2-3	207	3	
Jacob Richard Street Ph.D. (dean).....	M.E.	3-4	206	4	
Harlan F. Stone M.A. LL.B. (dean).....	..	3	2200	1	
Frank Irvine B.S. LL.B. (dean).....	..	3-4	205	2	
Paul Fuller LL.D. (dean).....	R.C.	3	208	3	
George Chase LL.D. (dean).....	..	2	190	4	
Clarence D. Ashley J.D. (dean).....	..	2-3	207	5	
William Payson Richardson LL.D. (dean).....	..	2	200	6	
James B. Brooks M.A. D.C.L. (dean).....	M.E.	3	206	7	
J. Newton Fiero LL.D. (dean).....	..	2	161	8	
Carlos C. Alden J.D. (dean).....	..	2	202	9	

a 7B. = Seventh Day Baptist; B. = Baptist; U. = Universalist; M.E. = Methodist Episcopal; P. = Presbyterian; P.E. = Protestant Episcopal; L. = Lutheran; He. = Hebrew; R.C. = Roman Catholic.

b Courses vary in length.

TABLE I  
Statistics of universities, colleges,

No.	OFFICERS OF INSTRUCTION						NUMBER					
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES			
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year
	7	8	9	10	11	12	13	14	15	16	17	18
1	14	4	9	1	.....	16	12	28	160	108	51	58
2	10	3	3	4	8	22	6	28	43	30	36	29
3	56	26	63	2	72	215	4	219	335	337	144	199
4	6	.....	.....	.....	.....	4	2	6	6	5	3	1
5	9	.....	5	.....	5	16	3	19	64	51	42	66
6	39	22	16	1	13	78	13	91	650	269	153	132
7	16	8	4	1	5	32	2	34	142	113	85	57
Tot.	150	63	100	9	103	383	42	425	1 400	913	514	542
1	5	.....	.....	5	.....	10	.....	10	5	1	.....	.....
2	8	2	3	2	.....	15	.....	15	21	14	17	.....
3	10	.....	.....	.....	.....	10	.....	10	14	13	9	.....
4	10	3	2	2	.....	17	.....	17	25	43	39	.....
5	2	.....	2	.....	.....	4	.....	4	2	4	2	3
6	1	2	.....	6	.....	9	.....	9	3	3	2	.....
7	6	1	3	.....	.....	10	.....	10	8	9	7	7
8	8	.....	.....	.....	.....	8	.....	8	12	18	20	12
9	11	.....	3	.....	.....	14	.....	14	27	37	34	.....
10	12	.....	1	.....	.....	13	.....	13	25	48	43	606
11	7	.....	3	.....	.....	10	.....	10	22	12	9	5
12	7	.....	.....	.....	.....	7	.....	7	10	14	17	13
13	13	1	.....	.....	.....	14	.....	14	37	28	23	22
14	4	.....	3	.....	.....	7	.....	7	6	3	2	3
15	11	4	4	2	.....	21	.....	21	51	59	51	.....
Tot.	115	13	20	21	.....	169	.....	169	268	306	275	161
1	30	24	50	10	40	62	92	154	a.....	a.....	479	534
2	18	15	.....	.....	8	9	32	41	215	148	84	42
3	5	.....	3	7	.....	11	4	15	.....	.....	.....	.....
4	20	1	5	.....	.....	20	6	26	20	28	29	12
Tot.	73	40	58	17	48	102	134	236	235	176	592	588
1	12	.....	.....	.....	3	15	.....	15	131	148	112	.....
2	5	2	.....	.....	.....	7	.....	7	138	54	70	53
3	10	.....	.....	.....	.....	10	.....	10	98	66	64	.....
4	3	.....	10	7	.....	20	.....	20	236	224	.....	.....
5	9	1	5	.....	.....	17	3	20	285	232	76	.....
6	6	.....	11	16	.....	33	.....	33	79	122	.....	.....
7	4	.....	13	4	.....	20	1	21	125	55	51	.....
8	7	.....	.....	7	.....	14	.....	14	55	89	.....	.....
9	7	.....	.....	12	.....	19	.....	19	28	39	.....	.....
Tot.	63	3	39	51	3	155	4	159	1 175	1 029	373	53

<sup>a</sup> First two years' work done in Columbia College; students counted there. <sup>b</sup> Including 28 fifth year and 32 sixth year students.

(continued)

## professional and technical schools

## AND CLASSIFICATION OF STUDENTS

BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION			No.
B.A.	B.S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
246	.....	131	64	313	13	33	2	9	79	355	434	1
16	47	75	76	62	8	7	.....	.....	84	60	153	2
1 015	.....	.....	777	238	10	6	.....	.....	787	244	1 031	3
0	9	.....	5	10	.....	.....	.....	1	5	11	16	4
112	111	.....	109	114	9	3	.....	.....	118	117	235	5
117	300	787	529	675	104	54	.....	.....	633	729	1 362	6
209	188	.....	247	150	12	8	7	3	266	161	427	7
1 721	655	993	1 807	1 562	156	111	9	13	1 972	1 686	3 658	Tot.
B.D.												
Men Women												
4	2	.....	4	2	1	.....	.....	.....	5	2	7	1
c52	.....	.....	52	.....	.....	.....	3	.....	55	.....	55	2
c36	.....	.....	36	.....	.....	.....	1	.....	37	.....	37	3
c107	.....	.....	107	.....	36	.....	.....	.....	143	.....	143	4
c11	.....	.....	11	.....	.....	.....	3	.....	14	.....	14	5
8	.....	.....	8	.....	.....	.....	.....	.....	8	.....	8	6
c31	.....	.....	31	.....	25	.....	3	.....	59	.....	59	7
c62	.....	.....	62	.....	.....	.....	.....	.....	62	.....	62	8
c98	.....	.....	98	.....	11	.....	6	.....	115	.....	115	9
212	.....	.....	212	.....	.....	.....	.....	.....	212	.....	212	10
c48	.....	.....	48	.....	.....	.....	.....	.....	48	.....	48	11
c54	.....	.....	54	.....	3	.....	.....	.....	57	.....	57	12
c110	.....	.....	110	.....	.....	.....	.....	.....	110	.....	110	13
c13	.....	.....	13	1	1	1	.....	.....	14	2	16	14
d161	.....	.....	161	.....	31	21	46	1	238	22	260	15
1 007	3	.....	1 007	3	108	22	62	1	1 177	26	1 203	Tot.
Pd.B. B.S.												
.....	616	397	163	850	50	280	172	108	385	1 238	1 623	1
.....	124	305	46	443	2	8	1	3	49	454	503	2
.....	.....	.....	.....	.....	29	170	117	31	146	201	347	3
15	.....	74	7	82	.....	.....	.....	.....	7	82	89	4
15	740	836	216	1 375	81	458	290	142	587	1 975	2 562	Tot.
LL.B.												
Men Women												
391	.....	.....	391	.....	26	.....	.....	.....	417	.....	417	1
314	1	.....	314	1	13	.....	.....	.....	327	1	328	2
228	.....	.....	.....	.....	3	.....	.....	.....	231	.....	231	3
460	.....	.....	460	.....	199	.....	46	.....	705	.....	705	4
549	44	.....	549	44	.....	.....	58	3	607	47	654	5
192	9	.....	192	9	14	1	28	.....	234	10	244	6
231	.....	.....	231	.....	8	.....	.....	.....	239	.....	239	7
137	7	.....	137	7	.....	.....	4	.....	141	7	148	8
61	6	.....	61	6	.....	.....	.....	.....	61	6	67	9
2 563	67	.....	2 563	67	263	1	136	3	2 962	71	3 033	Tot.

c Not working for degree.

d Only 72 working for degree.

TABLE I  
Statistics of universities, colleges,

DEGREES CONFERRED ON COMPLETION OF COURSE																	
No.		B.A.	Ph.B.	B.S.	B.D.	Pd.B.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	TOTAL	
																Men	Women
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1		448														6	42
2		2	17	7												12	14
3		178													23	127	74
4				1												1	31
5		36		39												35	138
6		39	146	48											5	100	33
7		49		19												35	33
Tot.		352	163	105	.	.	...	...	...	...	...	...	...	...	28	316	332
1		...															
2		...			3											3	
3		...			3											3	
4		...			20											20	
5		...															
6		...			1											1	
7		...													1	1	
8		...															
9		...			8											8	
10		...	9		2												
11		...														11	
12		...															
13		...															
14		...				4										4	
15		...			34											34	
Tot.		...	9	...	75	...	...	...	...	...	...	...	...	...	1	85	...
1		...		255												49	206
2		27		9		3										5	34
3		...															
4		...				12									1	5	8
Tot.		27	...	264	...	15	...	...	...	...	...	...	...	...	1	59	248
1		...					116									116	...
2		...					59									59	...
3		...					52									52	...
4		...					145									145	...
5		...					138									127	11
6		...					96									91	5
7		...					47									47	...
8		...					54									54	...
9		...					37									33	4
Tot.		...	...	...	...	...	744	...	...	...	...	...	...	...	...	724	20

a Conferred by University of the State of New York on students recommended by faculty.



(continued)

## professional and technical schools

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED					No.
ON EXAMINATION				IN COURSE WITHOUT EXAMINA- TION		D.D. or S.T.D.	LL.D.			All others	TOTAL				
M.A.	Ph.D.	M.S.	All others					Men	Women		Men	Women			
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....				

TABLE I  
Statistics of universities, colleges,

No.	NAME	LOCATION
<b>I</b>		
<b>MEDICINE</b>		
1	Columbia University, College of Physicians & Surgeons....	New York.....
2	Cornell University Medical College.....	<sup>a</sup> New York.....
3	Eclectic Medical College.....	New York.....
4	Fordham University, school of medicine.....	Fordham, New York co.....
5	Long Island College Hospital.....	Brooklyn, Kings co.....
6	New York Homeopathic Medical College & Flower Hosp.....	New York.....
7	New York Medical College & Hospital for Women.....	New York.....
8	New York Polyclinic Medical School & Hospital.....	New York.....
9	New York Postgraduate Medical School & Hospital.....	New York.....
10	Syracuse University, college of medicine.....	Syracuse, Onondaga co.....
11	Union University, Albany Medical College.....	Albany.....
12	University and Bellevue Hospital Med. Col.....	New York.....
13	University of Buffalo, medical department.....	Buffalo, Erie co.....
<b>DENTISTRY</b>		
1	College of Dental and Oral Surgery of New York.....	New York.....
2	New York College of Dentistry.....	New York.....
3	University of Buffalo, college of dentistry.....	Buffalo, Erie co.....
<b>PHARMACY</b>		
1	Brooklyn College of Pharmacy.....	Brooklyn, Kings co.....
2	Columbia University, Col. of Pharmacy of the City of N. Y.....	New York.....
3	Union University, Albany College of Pharmacy.....	Albany.....
4	University of Buffalo, College of Pharmacy.....	Buffalo, Erie co.....
<b>VETERINARY</b>		
1	Cornell University, N. Y. State Veterinary College.....	Ithaca, Tompkins co.....
2	New York Univ., N. Y. American Veterinary College.....	New York.....
<b>OPHTHALMOLOGY</b>		
1	New York Ophthalmic Hospital.....	New York.....
<b>ENGINEERING AND TECHNOLOGY</b>		
1	Columbia University, faculty of applied science.....	New York.....
2	Cornell University, college of civil engineering.....	Ithaca, Tompkins co.....
3	Cornell Univ., Sibley Col. of Mech. Eng. & Mech. Arts.....	Ithaca, Tompkins co.....
4	New York University, school of applied science.....	New York.....
5	Polytechnic Institute of Brooklyn.....	Brooklyn, Kings co.....
6	Rensselaer Polytechnic Institute.....	Troy, Rensselaer co.....
7	Syracuse Univ., Lyman Cornelius Smith Col. of Applied Sci.....	Syracuse, Onondaga co.....
8	Thomas S. Clarkson Memorial School of Technology.....	Potsdam, St Lawrence co.....

<sup>a</sup> Work in first and second years given in Ithaca also.

(continued)

## professional and technical schools

SENIOR OFFICER OF FACULTY	School of practice	Years in course	Days of regular instruction	No.
3	4	5	6	
Samuel W. Lambert M.D. (dean).....	A.	4	2200	1
W. M. Polk M.D. (New York) A. T. Kerr M.D. (Ithaca) deans.....	A.	4	205	2
Samuel A. Hardy M.D. (dean).....	E.	4	2198	3
James J. Walsh Ph.D. LL.D. M.D. (dean).....	A.	4	208	4
John D. Rushmore B.A. M.D. (dean).....	A.	4	196	5
Royal S. Copeland M.D. (dean).....	H.	4	2190	6
Frank H. Boynton M.D. (president).....	H.	4	180	7
John A. Wyeth M.D. (president).....	A.	2	2213	8
James F. McKernon M.D. (president).....	c	2	2300	9
John L. Heffron M.D. (dean).....	A.	4	206	10
Samuel B. Ward M.D. (dean).....	A.	4	188	11
Egbert Le Fevre M.D. LL.D. (dean).....	A.	4	207	12
Herbert U. Williams M.D. (dean).....	A.	4	197	13
William Carr M.D. D.D.S. (dean).....		3	195	1
Faneuil D. Weisse M.D. (dean).....		4	205	2
George B. Snow D.D.S. (dean).....		3	180	3
William C. Anderson Phar. D. (dean).....		2	180	1
Henry H. Rusby M.D. (dean).....		2	2200	2
Willis G. Tucker Ph.D. M.D. (dean).....		2	161	3
Willis G. Gregory M.D. Ph.G. (dean).....		2-3	162	4
Veranus Alva Moore B.S. M.D. D.V.M. (dean).....	A.	3	205	1
William J. Coates M.D. D.V.S. (dean).....	A.	3	207	2
Charles Deady M.D. (dean).....		1	170	1
Frederick A. Goetze M.S. (dean).....		4	2200	1
Eugene Elwin Haskell C.E. (acting dean).....		4	205	2
Dexter Simpson Kimball B. A. (acting dean).....		4	205	3
Charles Henry Snow D.Sc. C.E. (dean).....		4	207	4
Fred W. Atkinson Ph.D. (president).....		4	207	5
Palmer C. Ricketts C.E. (director).....		4	181	6
William Pratt Graham Ph.D. (dean).....		4	206	7
John P. Brooks M.S. (director).....		4	2213	8

A.= allopathic, E.= eclectic, H.= homeopathic.    c All legal practitioners.

TABLE I  
Statistics of universities, colleges,

No.	OFFICERS OF INSTRUCTION								NUMBER			
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			Number of full time salaried instructors	BY CLASSES		
						Men	Women	Total		Freshman 1st year	Sophomore 2d year	Junior 3d year
7	8	9	10	11	12	13	14	15	16	17	18	
1	32	18	73	1	78	202	.....	202	23	64	61	104
2	40	13	71	2	30	150	6	156	37	33	22	21
3	19	3	8	19	.....	47	2	49	3	19	7	4
4	47	11	23	18	.....	99	.....	99	7	31	29	31
5	9	25	39	9	33	115	.....	115	7	116	133	94
6	33	16	7	7	16	79	.....	79	7	70	31	37
7	27	4	.....	14	6	32	19	51	6	16	6	7
8	26	36	32	33	73	194	6	200	2	.....	.....	.....
9	37	37	90	.....	103	265	2	267	3	.....	.....	.....
10	25	11	27	2	.....	65	.....	65	8	21	15	23
11	19	9	59	13	.....	100	.....	100	6	83	50	47
12	34	13	37	15	80	179	.....	179	27	205	104	84
13	13	23	24	22	2	83	1	84	6	83	58	48
Tot.	361	219	490	155	421	1 610	36	1 646	142	741	516	500
1	6	3	21	9	3	41	1	42	.....	64	57	47
2	5	.....	26	4	6	41	.....	41	.....	144	245	95
3	10	2	.....	10	13	35	.....	35	.....	53	30	32
Tot.	21	5	47	23	22	117	1	118	.....	261	332	174
1	6	2	5	.....	.....	13	.....	13	.....	130	136	.....
2	8	3	4	1	2	18	.....	18	.....	165	114	.....
3	3	2	0	1	.....	12	.....	12	.....	53	47	.....
4	12	1	3	11	.....	27	.....	27	.....	62	52	7
Tot.	29	8	18	13	2	70	.....	70	.....	410	349	7
1	6	2	7	.....	6	21	.....	21	.....	44	31	31
2	12	.....	2	3	.....	17	.....	17	.....	5	5	7
Tot.	18	2	9	3	6	38	..	38	.....	49	36	38
1	13	..	.....	3	.....	15	1	16	.....	.....	.....	.....
1	31	25	23	3	25	107	..	107	.....	184	154	186
2	5	13	15	.....	.....	33	.....	33	.....	164	179	105
3	10	10	49	.....	12	81	.....	81	.....	293	346	176
4	16	4	13	5	4	42	.....	42	.....	67	44	35
5	10	4	13	5	10	42	.....	42	.....	41	47	40
6	13	7	35	6	.....	61	.....	61	.....	238	131	119
7	11	10	11	.....	2	34	.....	34	.....	125	61	64
8	9	.....	.....	.....	.....	9	.....	9	.....	16	11	12
Tot.	105	73	159	19	53	409	.....	409	.....	1 128	973	737

<sup>a</sup> Figures in this column are included in columns 12-14.

(continued)

## professional and technical schools

## AND CLASSIFICATION OF STUDENTS

BY COURSES				TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION			No.
Senior 4th year	M.D.		Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	31	
91	320	.....	.....	320	.....	31	.....	.....	.....	351	.....	351	1
11	73	14	.....	73	14	24	7	.....	.....	97	21	118	2
16	40	6	.....	40	6	28	10	.....	.....	68	16	84	3
27	118	.....	.....	118	.....	10	.....	.....	.....	128	.....	128	4
64	407	.....	.....	407	.....	8	.....	.....	.....	415	.....	415	5
31	169	.....	.....	169	.....	39	.....	.....	.....	208	.....	208	6
2	.....	31	.....	.....	31	.....	.....	.....	.....	.....	31	31	7
.....	.....	.....	.....	.....	.....	.....	.....	180	2	180	2	182	8
.....	.....	.....	.....	.....	.....	.....	.....	774	21	774	21	795	9
32	87	4	.....	87	4	.....	.....	.....	.....	87	4	91	10
43	223	.....	.....	223	.....	.....	.....	.....	.....	223	.....	223	11
83	476	.....	.....	476	.....	111	.....	.....	.....	587	.....	587	12
40	219	10	.....	219	10	6	3	.....	.....	225	13	238	13
440	2 132	65	.....	2 132	65	257	20	954	23	3 343	108	3 451	Tot.
D.D.S.													
Men		Women											
.....	128	40	.....	128	40	.....	.....	.....	.....	128	40	168	1
32	516	.....	.....	516	.....	.....	.....	.....	.....	516	.....	516	2
.....	114	1	.....	114	1	.....	.....	.....	.....	114	1	115	3
32	758	41	.....	758	41	.....	.....	.....	.....	758	41	799	Tot.
Ph.G.													
Men		Women											
.....	246	20	.....	246	20	.....	.....	12	2	258	22	280	1
.....	267	12	.....	267	12	6	.....	2	.....	275	12	287	2
.....	96	4	.....	96	4	.....	.....	.....	.....	96	4	100	3
.....	683	65	33	114	7	.....	.....	.....	.....	114	7	121	4
.....	692	41	33	723	43	6	.....	14	2	743	45	788	Tot.
D.V.S.		D.V.M.											
.....	.....	106	.....	106	.....	.....	.....	.....	.....	106	.....	106	1
.....	17	.....	.....	17	.....	.....	.....	.....	.....	17	.....	17	2
.....	17	106	.....	123	.....	.....	.....	.....	.....	123	.....	123	Tot.
.....	.....	.....	.....	.....	.....	2	.....	1	.....	3	.....	3	1
C.E.		M.E.											
134	6123	672	463	658	.....	13	.....	.....	.....	671	.....	671	1
85	533	.....	.....	533	.....	6	.....	.....	.....	539	.....	539	2
194	.....	1 009	.....	1 009	.....	11	.....	.....	.....	1 020	.....	1 020	3
35	.....	181	.....	181	.....	17	.....	23	.....	221	.....	221	4
31	60	29	61	159	.....	11	.....	2	.....	172	.....	172	5
119	397	95	115	607	.....	35	.....	1	.....	643	.....	643	6
71	135	84	102	321	.....	9	.....	.....	.....	330	.....	330	7
18	.....	.....	57	57	.....	.....	.....	.....	.....	57	.....	57	8
687	1 257	1 289	979	3 525	.....	102	.....	26	.....	3 653	.....	3 653	Tot.

b Working for Phar.B. c All first-year students in this school are reported under C.E. as course are identical in first year.

TABLE I  
Statistics of universities, colleges,

No.	DEGREES CONFERRED ON COMPLETION OF COURSE																TOTAL	
	B.A.	Ph.B.	B.S.	B.D.	Pd.B.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	Men	Women		
	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47		
1	..	..	..	..	..	..	86	..	..	..	..	..	..	..	86	..		
2	..	..	..	..	..	..	11	..	..	..	..	..	..	..	9	2		
3	..	..	..	..	..	..	11	..	..	..	..	..	..	..	11	..		
4	..	..	..	..	..	..	24	..	..	..	..	..	..	..	24	..		
5	..	..	..	..	..	..	72	..	..	..	..	..	..	..	72	..		
6	..	..	..	..	..	..	27	..	..	..	..	..	..	..	27	..		
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
10	..	..	..	..	..	..	32	..	..	..	..	..	..	..	28	4		
11	..	..	..	..	..	..	43	..	..	..	..	..	..	..	43	..		
12	..	..	..	..	..	..	80	..	..	..	..	..	..	..	80	..		
13	..	..	..	..	..	..	40	..	..	..	..	..	..	..	40	..		
Tot.	...	...	...	...	...	...	426	...	...	...	...	...	...	...	420	6		
1	..	..	..	..	..	..	..	441	..	..	..	..	..	..	30	11		
2	..	..	..	..	..	..	..	b92	..	..	..	..	..	..	92	..		
3	..	..	..	..	..	..	..	29	..	..	..	..	..	..	29	..		
Tot.	...	...	...	...	...	...	...	162	...	...	...	...	...	...	151	11		
1	..	..	..	..	..	..	..	..	123	..	..	..	..	..	118	7		
2	..	..	..	..	..	..	..	..	84	..	..	..	..	15	93	6		
3	..	..	..	..	..	..	..	..	40	..	..	..	..	..	39	1		
4	..	..	..	..	..	..	..	..	c40	..	..	..	..	7	46	1		
Tot.	...	...	...	...	...	...	...	...	289	...	...	...	...	22	296	15		
1	..	..	..	..	..	..	..	..	..	29	..	..	..	..	29	...		
2	..	..	..	..	..	..	..	..	..	3	..	..	..	..	3	...		
Tot.	...	...	...	...	...	...	...	...	...	32	...	...	...	...	32	...		
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
1	..	..	..	..	..	..	..	..	..	..	26	30	7	54	117	...		
2	..	..	..	..	..	..	..	..	..	..	95	..	..	..	95	...		
3	..	..	..	..	..	..	..	..	..	..	..	227	..	..	227	...		
4	..	..	35	..	..	..	..	..	..	..	..	..	..	..	35	...		
5	..	..	1	..	..	..	..	..	..	..	22	7	9	2	41	...		
6	..	..	..	..	..	..	..	..	..	..	96	9	13	..	118	...		
7	..	..	..	..	..	..	..	..	..	..	39	19	21	..	79	...		
8	..	..	19	..	..	..	..	..	..	..	..	..	..	..	19	...		
Tot.	...	...	55	...	...	...	...	...	...	...	278	292	50	56	731	...		

a Conferred by University of the State of New York on students recommended by the faculty.

b Conferred by the trustees and directors on the recommendation of the faculty with the consent of the Regents of the University. c Phar.B. conferred.

(continued)

professional and technical schools

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED						No.
ON EXAMINATION				IN COURSE WITHOUT EXAMINATION		D.D. or S.T.D.				L.L.D.		All others		TOTAL		
M.A.	Ph.D.	M.S.	All others	Men	Women	Men	Women	Men	Women	D.D. or S.T.D.	L.L.D.	All others	Men	Women		
48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	
.....	.....	.....	.....	.....	.....	.....	.....	974	23	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....																

TABLE I  
Statistics of universities, colleges,

No.	NAME	LOCATION
<b>I</b>		
<b>ART</b>		
1	Columbia University, faculty of fine arts.....	New York.....
2	New York School of Applied Design for Women.....	New York.....
3	Syracuse University, college of fine arts.....	Syracuse, Onondaga co.....
<b>MUSIC</b>		
1	Cortland Conservatory of Music.....	Cortland.....
2	Grand Conservatory of Music.....	New York.....
3	Institute of Musical Art of the City of New York.....	New York.....
4	Metropolitan College of Music.....	New York.....
5	New York College of Music.....	New York.....
<b>AGRICULTURE</b>		
1	Alfred University, N. Y. State School of Agriculture.....	Alfred, Allegany co.....
2	Cornell University, N. Y. State College of Agriculture.....	Ithaca, Tompkins co.....
3	St Lawrence University, N. Y. State School of Agriculture.....	Canton, St Lawrence co.....
<b>OTHER</b>		
1	Alfred Univ., N. Y. S. Sch. of Clay-working and Ceramics.....	Alfred, Allegany co.....
2	Cornell University, college of architecture.....	Ithaca, Tompkins co.....
3	New York State Library School.....	Albany.....
4	N. Y. Univ., school of commerce, accounts and finance.....	New York.....
5	Pratt Institute.....	Brooklyn, Kings co.....
6	Rochester School of Optometry.....	Rochester, Monroe co.....
7	Syracuse University, N. Y. State College of Forestry.....	Syracuse, Onondaga co.....
<b>FOREIGN COLLEGES</b>		
1	<sup>a</sup> Canton Christian College.....	Canton, China.....
2	Mackenzie College.....	Sao Paulo, Brazil.....
3	Robert College of Constantinople.....	Constantinople, Turkey.....
4	Syrian Protestant College.....	Beirut, Syria.....
5	University of Nanking.....	Nanking, China.....

<sup>a</sup> No report received this year.



(continued)

## professional and technical schools

SENIOR OFFICER OF FACULTY	Denomination	Years in course	Days of regular instruction	No
3	4	5	6	
Frederick J. E. Woodbridge M.A. LL.D. (dean).....	c.....	2-4	?200	1
Ellen J. Pond (superintendent).....	M.E.	3-4	164	2
George Albert Parker Mus.D. (dean).....			206	3
Burt Legrand Bentley Mus.B. (president).....		4	245	1
Beatrice Eberhard Mus.D. (president).....		4	?297	2
Frank Damrosch (director).....		4	180	3
Kate S. Chittenden (president).....		? 2	230	4
Carl Hein (president).....		? 2	?	5
W. J. Wright (director).....		3	120	1
Liberty Hyde Bailey M.S. LL.D. (dean).....		4	205	2
Herbert Ellis Cook (dean).....		2	200	3
Charles Fergus Binns M.S. (director).....		4	167	1
Clarence Augustine Martin (dean).....		4	205	2
James I. Wyer, Jr., M.L.S. (director).....		2	206	3
Joseph French Johnson B.A. D.C.S. (dean).....		2-3	207	4
Frederic B. Pratt M.A. (dean).....	c.....		?195	5
B. B. Clark (president).....		2	171	6
Hugh Potter Baker M.F. (dean).....		4	206	7
Horace M. Lane LL.D. M.D. (president).....	P.	6	209	1
Caleb Frank Gates D.D. LL.D. (president).....		4	?	2
Howard S. Bliss D.D. (president).....	c.....		210	3
Arthur John Bowen (president).....		4	174	4

b M.E. = Methodist Episcopal; P. = Presbyterian. c Courses vary in length.

TABLE I  
Statistics of universities, colleges,

No.	OFFICERS OF INSTRUCTION								NUMBER			
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES			
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year
	7	8	9	10	11	12	13	14	15	16	17	18
1	15	7	.....	7	4	33	.....	33	a106	?	?	?
2	13	3	.....	.....	.....	4	12	16	311	176	76	17
3	17	9	13	.....	.....	24	15	39	319	165	82	24
Tot.	45	19	13	7	4	61	27	88	736	341	158	41
1	5	.....	6	.....	.....	5	6	11	a278	?	?	?
2	5	2	.....	2	.....	7	2	9	25	31	22	5
3	69	.....	.....	3	.....	39	33	72	248	120	92	31
4	16	.....	7	5	.....	13	15	28	a433	?	?	?
5	26	2	.....	2	.....	23	7	30	a483	?	?	?
Tot.	121	4	13	12	..	87	63	150	1 467	151	114	36
1	9	5	2	.....	.....	13	3	16	32	61	38	..
2	28	19	27	3	66	125	18	143	326	244	125	94
3	.....	.....	14	.....	.....	10	4	14	91	51	.....	..
Tot.	37	24	43	3	66	148	25	173	449	356	163	94
1	6	1	3	.....	.....	9	1	10	14	6	9	4
2	4	4	5	.....	.....	13	.....	13	42	52	16	18
3	.....	.....	11	28	6	18	27	45	32	11	.....	..
4	6	6	10	20	4	46	.....	46	506	188	136	.....
5	6	22	120	26	.....	100	74	174	a1 342	?	?	?
6	.....	.....	3	6	.....	9	.....	9	6	.....	.....	..
7	15	3	2	.....	.....	20	.....	20	34	10	6	2
Tot	37	36	154	80	10	215	102	317	1 976	267	167	24
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..
2	24	6	6	3	4	40	3	43	76	59	47	b38
3	19	8	30	.....	4	59	2	61	45	20	29	20
4	24	2	19	.....	.....	44	1	45	126	93	133	140
5	14	22	3	.....	.....	38	1	39	31	15	7	3
Tot.	81	38	58	3	8	181	7	188	278	187	216	201

a Including all students regardless of years of attendance; students not arranged by classes.  
b Including 10 fifth year and 8 sixth year students.

(continued)

## professional and technical schools

## AND CLASSIFICATION OF STUDENTS

BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION			No.
B. A.	B. S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
.....	?	106	103	3	32	11	6	.....	141	14	155	1
.....	.....	580	.....	580	.....	.....	.....	.....	.....	580	580	2
.....	.....	590	139	451	119	365	.....	.....	258	816	1 074	3
.....	.....	1 276	242	1 034	151	376	6	.....	399	1 410	1 809	Tot.
.....	.....	278	74	204	.....	.....	.....	.....	74	204	278	1
.....	.....	83	23	60	.....	.....	.....	.....	23	60	83	2
.....	.....	491	114	377	10	16	13	27	137	420	557	3
.....	.....	433	39	394	.....	.....	.....	.....	39	394	433	4
.....	.....	483	49	434	.....	.....	.....	.....	49	434	483	5
.....	.....	1 768	299	1 469	10	16	13	27	322	1 512	1 834	Tot.
.....	.....	131	106	25	11	42	.....	.....	117	67	184	1
.....	789	.....	691	98	155	23	.....	.....	846	121	967	2
.....	.....	142	84	58	17	4	.....	.....	101	62	163	3
.....	789	273	881	181	183	69	.....	.....	1 064	250	1 314	Tot.
.....	20	13	20	13	2	5	.....	.....	22	18	40	1
.....	.....	128	126	2	10	.....	.....	.....	136	2	138	2
.....	.....	43	13	30	1	6	.....	.....	14	36	50	3
.....	.....	830	823	7	508	30	11	2	1 342	39	1 381	4
.....	1 342	537	805	.....	.....	.....	.....	.....	537	805	1 342	5
.....	.....	6	.....	.....	.....	.....	.....	.....	6	.....	6	6
.....	52	.....	52	.....	.....	.....	.....	.....	52	.....	52	7
.....	72	2 362	1 577	857	521	41	11	2	2 109	900	3 009	Tot.
.....	29	127	64	188	32	.....	.....	.....	188	32	220	1
.....	75	39	.....	114	.....	.....	.....	.....	114	.....	114	2
.....	217	.....	275	467	25	.....	6	.....	473	25	498	4
.....	56	.....	56	.....	.....	.....	.....	.....	56	.....	56	5
377	166	339	825	57	.....	.....	6	.....	831	57	888	Tot.

c Including 140 M.D., 4 D.D.S. and 24 Phar.M. students.

TABLE I  
Statistics of universities, colleges

DEGREES CONFERRED ON COMPLETION OF COURSE																
No.															TOTAL	
															Men	Women
	B.A.	Ph.B.	B.S.	B.D.	Ph.D.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees		
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1	.....	.....	I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	9	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	12	14
Tot.	.....	.....	I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	21	14
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tot.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	72	11
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tot.	.....	.....	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	72	11
1	.....	2	I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	30	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	67	62	65
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	99	1
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tot.	.....	2	I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137	132	8
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....
3	15	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....
4	21	.....	.....	.....	.....	.....	30	.....	10	.....	.....	.....	.....	9	70	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tot.	36	.....	10	.....	.....	.....	30	.....	10	.....	.....	.....	.....	9	95	.....

<sup>a</sup> Phar. M. conferred.    <sup>b</sup> Conferred by University of the State of New York on students recommended by the faculty.

(concluded)

## professional and technical schools

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED					No.	
ON EXAMINATION						IN COURSE WITHOUT EXAMINATION				D.D. or S.T.D.	LL.D.	All others	TOTAL			
M.A.	Ph.D.	M.S.	All others	Men	Women	Men	Women	Men	Women				Men	Women		
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61		
.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	2	17	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	6	25	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	4	2	2	2	
.....	.....	.....	.....	.....	.....	.....	.....	8	44	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	7	113	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	4	32	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	2	.....	12	189	.....	.....	4	2	2	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	30	7	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	28	26	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	58	33	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	1	1	.....	.....	16	.....	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	2	2	.....	.....	211	235	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	.....	.....	.....	3	3	.....	.....	227	235	.....	.....	.....	.....	.....	Tot.	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	.....	.....	.....	.....	.....	.....	.....	27	2	.....	.....	.....	.....	.....	2	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	4	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	.....	.....	.....	.....	.....	.....	.....	27	7	.....	.....	.....	.....	.....	Tot.	

TABLE

## Property and financial statement for universities,

No.	NAME	Volumes in library	SUMMARY	
			Grounds	Buildings
	I UNIVERSITIES	2	3	4
1	Alfred University.....	27 566	\$22 200 ..	\$204 981 27
2	<sup>a</sup> Columbia University.....	490 551	3 630 000 ..	16 407 000 ..
3	Cornell University.....	409 700	275 351 83	4 593 478 85
4	New York University.....	104 000	1 316 222 03	2 760 889 24
5	St Lawrence University.....	22 694	51 500 ..	312 500 ..
6	Syracuse University.....	87 705	250 000 ..	2 452 521 71
7	Union University.....	45 200	177 000 ..	489 000 ..
8	University of Buffalo.....	14 939	43 250 ..	212 979 17
	Total.....	I 202 355	\$5 765 523 86	\$27 433 350 24
	b COLLEGES FOR MEN			
1	Brooklyn College.....	I 625	\$380 000 ..	\$140 000 ..
2	Canisius College.....	26 800	180 000 ..	179 577 73
3	<sup>c</sup> Colgate University.....	63 025	100 000 ..	609 850 ..
4	College of St Francis Xavier.....	55 500	670 000 ..	150 000 ..
5	College of the City of New York.....	43 695	2 213 839 ..	4 220 770 ..
6	<sup>d</sup> Fordham University, St John's College.....	51 000	1 000 000 ..	350 000 ..
7	Hamilton College.....	53 500	21 000 ..	502 161 68
8	<sup>e</sup> Hobart College.....	53 610	65 000 ..	357 480 ..
9	Manhattan College.....	11 643	324 000 ..	144 000 ..
10	<sup>c</sup> Niagara University, collegiate dep't.....	20 000	200 000 ..	130 000 ..
11	<sup>c</sup> St Bonaventure's College.....	14 500	20 000 ..	400 000 ..
12	St Francis College.....	4 270	<sup>f</sup> 100 650 ..	106 000 ..
13	<sup>c</sup> St John's College, Brooklyn.....	<sup>g</sup> 13 600	242 500 ..	530 000 ..
14	<sup>c</sup> St Joseph's Seminary and College.....	48 000	939 000 ..	1 190 000 ..
15	St Stephen's College.....	20 000	6 000 ..	200 000 ..
	Total.....	480 768	\$6 462 889 ..	\$9 209 839 41
	b COLLEGES FOR WOMEN			
1	College of Mt St Vincent.....	2 400	\$116 666 ..	\$150 000 ..
2	College of New Rochelle.....	<sup>h</sup> 3 705	79 557 ..	225 125 ..
3	D'Youville Col. and Acad. of the Holy Angels..	5 430	175 000 ..	260 000 ..
4	Elmira College.....	10 100	60 000 ..	170 000 ..
5	Normal College of the City of New York.....	15 208	1 500 000 ..	8 475 000 ..
6	Vassar College.....	76 156	83 700 ..	2 396 184 70
7	Wells College.....	21 392	10 000 ..	449 000 ..
8	<sup>e</sup> William Smith College.....			
	Total.....	I34 391	\$2 024 923 ..	\$4 125 309 70
	b COLLEGES FOR MEN AND WOMEN			
1	Adelphi College.....	9 698	\$70 000 ..	\$217 000 ..
2	Keuka College.....	2 248	18 000 ..	52 500 ..
3	University of Rochester.....	59 598	212 496 14	475 180 79
	Total.....	71 544	\$300 496 14	\$744 680 79

<sup>a</sup> Including Barnard and Teachers Colleges and College of Pharmacy of the City of New York.  
<sup>b</sup> Excluding departments of universities. <sup>c</sup> Including theological department. <sup>d</sup> Including all departments except academic. <sup>e</sup> The figures for Hobart College include those for William Smith College. <sup>f</sup> Including academic department. <sup>g</sup> Including furniture.

2

## colleges, professional and technical schools

OF PROPERTY					No.
Furniture	Apparatus	Library	Museum	Total used by institution	
5	6	7	8	9	
\$18 325 66	\$42 196 79	\$24 573 84	\$14 400 ..	\$326 677 56	1
629 143 86	413 500 ..	992 722 ..	321 000 ..	22 393 305 86	2
h 1 334 968 27	?	792 501 60	.....	6 990 300 55	3
57 118 83	114 237 68	153 102 73	10 000 ..	4 411 570 51	4
10 000 ..	25 000 ..	16 000 ..	5 000 ..	420 000 ..	5
70 404 60	188 574 93	140 802 18	47 000 ..	3 149 303 42	6
20 300 ..	44 700 ..	45 000 ..	55 300 ..	831 300 ..	7
23 834 14	24 104 73	33 167 85	15 443 72	352 779 61	8
\$2 164 095 36	\$852 314 13	\$2 197 870 20	\$468 143 72	\$38 881 297 51	Tot.
\$6 000 ..	\$4 000 ..	\$3 750 ..	.....	\$533 750 ..	1
25 000 ..	10 768 85	33 700 ..	\$6 300 ..	435 346 58	2
15 000 ..	10 000 ..	75 000 ..	15 000 ..	824 850 ..	3
10 500 ..	5 000 ..	170 800 ..	3 500 ..	1 000 800 ..	4
398 580 ..	132 720 ..	80 000 ..	42 500 ..	7 088 400 ..	5
7 000 ..	19 000 ..	80 000 ..	5 000 ..	1 461 000 ..	6
h 25 000 ..	?	57 368 81	?	606 430 49	7
10 000 ..	15 000 ..	50 000 ..	10 000 ..	507 480 ..	8
10 000 ..	7 000 ..	8 000 ..	6 000 ..	499 000 ..	9
20 000 ..	25 000 ..	25 000 ..	5 000 ..	405 000 ..	10
17 000 ..	5 000 ..	20 000 ..	5 000 ..	407 000 ..	11
10 800 ..	1 487 50	10 850 ..	215 ..	230 002 50	12
32 700 ..	5 000 ..	11 200 ..	3 600 ..	825 000 ..	13
7 200 ..	3 000 ..	12 500 ..	.....	2 151 700 ..	14
5 000 ..	1 500 ..	20 000 ..	500 ..	233 000 ..	15
\$599 780 ..	\$244 476 35	\$658 168 81	\$102 615 ..	\$17 277 768 57	Tot.
\$5 000 ..	\$11 191 50	\$5 000 ..	\$10 000 ..	\$297 857 50	1
27 579 ..	2 675 ..	3 000 ..	.....	337 936 ..	2
106 000 ..	1 750 ..	6 200 ..	250 ..	540 200 ..	3
10 000 ..	31 000 ..	10 600 ..	7 500 ..	280 100 ..	4
?	?	h 21 334 ..	4 000 ..	2 000 334 ..	5
77 000 ..	70 329 94	107 682 03	86 385 71	2 821 282 38	6
26 000 ..	17 000 ..	32 000 ..	3 000 ..	537 000 ..	7
.....	.....	.....	.....	.....	8
\$251 579 ..	\$133 916 44	\$185 816 03	\$111 135 71	\$6 832 709 88	Tot.
\$20 000 ..	\$10 000 ..	\$10 000 ..	.....	\$327 000 ..	1
2 000 ..	1 750 ..	2 050 ..	\$500 ..	76 800 ..	2
18 878 53	37 659 36	96 552 31	40 760 66	881 527 79	3
\$40 878 53	\$19 409 36	\$108 602 31	\$41 260 66	\$1 285 327 79	Tot.

h Including apparatus.

i Including museum.

TABLE 2  
Property and financial statement for universities,

No.	SUMMARY OF PROPERTY (concluded)				Total receipts	Salaries for instruction
	Investments	Total property	Debts at end of year	Net property		
	I0	I1	I2	I3	I4	I5
1	\$334 187 14	\$660 864 70	.....	\$660 864 70	\$193 252 65	\$31 005 50
2	33 909 129 45	56 362 495 31	\$4 144 803 43	52 217 691 88	7 130 838 37	2 284 108 56
3	9 945 327 39	16 941 627 94	132 060 47	16 809 567 47	2 268 080 98	767 161 46
4	1 934 750 23	6 365 320 74	595 000 ..	5 771 320 74	634 199 33	265 480 61
5	642 184 47	1 062 184 47	2 000 ..	1 060 184 47	295 688 60	57 021 36
6	2 205 556 18	5 354 859 60	596 530 70	4 758 328 90	534 636 28	270 292 14
7	955 408 58	1 786 708 58	20 000 ..	1 766 708 58	261 909 62	78 344 25
8	13 200 08	365 979 69	74 073 60	291 906 09	95 931 98	38 043 11
Tot.	\$50 019 743 52	\$88 901 041 03	\$5 564 468 20	\$83 336 572 83	\$11 414 537 81	\$3 798 056 99
1	\$224 883	\$758 633 ..	\$214 500 ..	\$544 133 ..	\$26 010 ..	.....
2	123 804 38	559 150 96	95 550 ..	463 600 96	125 668 24	\$1 288 ..
3	1 788 671 47	2 613 521 47	.....	2 613 521 47	239 615 37	69 695 ..
4	42 700 ..	1 052 500 ..	.....	1 052 500 ..	17 463 48	500 ..
5	.....	7 088 409 ..	.....	7 088 409 ..	415 127 05	260 054 50
6	57 628 42	1 518 628 42	456 615 71	1 062 012 71	211 363 24	30 566 18
7	1 001 239 92	1 607 670 41	.....	1 607 670 41	220 293 70	43 950 ..
8	729 453 50	1 236 933 50	.....	1 236 933 50	261 633 19	34 285 80
9	140 000 ..	639 000 ..	101 714 43	537 285 57	19 827 34	2 662 ..
10	10 000 ..	415 000 ..	100 000 ..	315 000 ..	63 357 97	3 900 ..
11	40 000 ..	507 000 ..	.....	507 000 ..	30 212 50	10 600 ..
12	9 700 ..	239 702 50	61 500 ..	178 202 50	26 612 78	4 013 ..
13	43 000 ..	868 000 ..	200 000 ..	668 000 ..	48 847 71	3 990 ..
14	7 250 ..	2 158 950 ..	.....	2 158 950 ..	105 169 72	20 339 90
15	92 484 78	325 484 78	5 501 54	319 983 24	57 614 68	14 209 67
Tot.	\$4 310 815 47	\$21 588 584 04	\$1 235 381 68	\$20 353 202 36	\$1 868 817 57	\$506 054 05
1	\$201 796 66	\$499 654 16	\$48 333 33	\$451 320 83	\$37 598 38	\$7 905 ..
2	374 058 58	711 994 58	54 216 ..	657 778 58	56 776 18	4 990 ..
3	.....	549 200 ..	9 500 ..	539 700 ..	10 368 53	5 550 ..
4	118 946 34	408 046 34	.....	408 046 34	94 256 10	24 924 84
5	.....	2 000 334 ..	.....	2 000 334 ..	236 306 47	210 056 47
6	1 472 514 27	4 293 796 65	49 215 11	4 244 581 54	1 269 008 71	185 383 01
7	337 300 ..	874 300 ..	40 000 ..	834 300 ..	173 762 60	40 238 ..
8	.....	.....	.....	.....	.....	.....
Tot.	\$2 504 615 85	\$9 337 325 73	\$201 264 44	\$9 136 061 29	\$1 878 076 97	\$479 047 32
1	\$75 371 18	\$402 371 18	\$73 333 32	\$329 037 86	\$70 203 57	\$51 700 84
2	17 538 13	94 338 13	12 126 40	82 211 73	23 424 56	4 442 50
3	944 966 26	1 826 494 05	.....	1 826 494 05	190 020 70	73 999 07
Tot.	\$1 037 875 57	\$2 323 203 36	\$85 459 72	\$2 237 743 64	\$283 648 83	\$130 112 41



(continued)

colleges, professional and technical schools

EXPENDITURES						No.
Prizes, scholarships etc.	Fuel and lights	Amount invested	New buildings, sites and extraordinary repairs	All other purposes	Total	
16	17	18	19	20	21	
\$2 898 48	\$3 426 56	\$20 295 91	\$9 580 61	\$105 154 63	\$172 361 69	1
107 154 41	339 269 72	1 934 414 19	489 670 75	1 229 153 72	6 383 771 35	2
49 803 94	44 000 .	13 848 76	319 963 71	866 522 35	2 061 300 22	3
5 000 .	26 000 .	87 915 50	58 939 67	190 863 55	634 199 33	4
6 035 .	4 555 .	157 081 25	14 686 03	44 673 43	284 052 07	5
305 .	29 433 32	3 827 98	60 950 19	154 728 17	525 536 86	6
3 075 94	14 200 77	64 814 25	2 357 44	47 998 25	210 796 90	7
225 .	2 745 80	.....	759 90	44 889 45	87 263 26	8
\$174 497 77	\$463 637 17	\$2 282 197 84	\$956 908 30	\$2 683 983 55	\$10 359 281 62	Tot.
\$890 .	\$711 .	.....	\$6 171 .	\$16 968 .	\$24 740 .	1
.....	609 40	.....	91 577 73	5 418 65	101 893 78	2
16 058 .	5 660 .	.....	48 607 20	50 892 18	190 912 44	3
570 .	253 39	.....	.....	10 000 69	11 324 08	4
.....	21 080 .	.....	.....	123 544 52	404 079 02	5
255 84	4 854 30	\$1 300 .	54 943 54	111 443 38	203 363 24	6
2 468 .	5 856 08	93 827 57	3 001 19	19 721 46	168 884 90	7
9 148 98	7 297 19	167 018 31	1 000 .	38 501 97	257 252 25	8
140 .	483 15	.....	.....	16 488 78	19 773 93	9
700 .	11 700 .	.....	5 200 .	15 200 .	36 700 .	10
2 478 .	2 000 .	.....	4 800 .	10 000 .	29 878 .	11
1 000 .	1 169 83	.....	.....	13 436 70	19 619 53	12
300 .	943 06	.....	10 203 47	31 694 50	47 191 03	13
.....	8 270 44	.....	.....	70 559 38	105 169 72	14
4 559 10	2 220 91	300 .	12 827 50	20 507 55	54 624 73	15
\$38 567 92	\$73 109 35	\$262 445 88	\$241 451 69	\$554 377 76	\$1 676 006 65	Tot.
\$1 560 65	.....	\$14 060 .	.....	\$11 324 66	\$34 790 31	1
1 180 .	\$1 794 27	.....	\$22 000 .	20 645 98	50 609 35	2
.....	1 858 23	.....	.....	2 800 .	10 208 23	3
2 000 .	3 056 74	16 580 .	33 426 80	14 265 36	94 253 74	4
.....	2 000 .	.....	.....	24 250 .	236 300 47	5
24 546 05	37 435 20	51 136 25	303 223 14	366 404 06	968 127 71	6
900 .	9 954 34	15 356 44	8 167 42	98 473 94	173 090 14	7
.....	.....	.....	.....	.....	.....	8
\$30 186 70	\$56 098 78	\$97 072 69	\$366 817 36	\$538 163 10	\$1 567 385 95	Tot.
.....	\$2 161 98	.....	.....	\$15 371 14	\$69 233 96	1
\$95 .	691 95	.....	\$1 000 .	17 161 61	23 391 06	2
7 987	4 946 42	\$63 428 53	20 288 25	19 401 43	190 020 70	3
\$8 082 .	\$7 800 35	\$63 428 53	\$21 288 25	\$51 934 18	\$282 645 72	Tot.

TABLE 2

## Property and financial statement for universities,

No.	NAME	Volumes in library	SUMMARY	
			Grounds	Buildings
	<b>I</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<i>a</i> THEOLOGY			
1	Auburn Theological Seminary.....	34 278	\$45 000 ..	\$310 000 ..
2	Colgate University, Hamilton Theological Sem.	.....	.....	.....
3	General Theological Sem. of the P. E. Church..	53 707	900 000 ..	1 013 573 96
4	German Martin Luther Seminary.....	1 500	6 000 ..	3 000 ..
5	Hartwick Seminary, theological dep't.....	3 437	1 000 ..	10 000 ..
6	Jewish Theological Seminary of America.....	41 365	?	2125 000 ..
7	Niagara University, Sem. of Our Lady of Angels	.....	.....	.....
8	Rochester Theological Seminary..	39 086	66 200 ..	2336 985 24
9	St Bernard's Seminary.....	18 400	40 000 ..	400 000 ..
10	St Bonaventure's College, theological dep't ..	.....	.....	.....
11	St John's College, theological dep't. ....	.....	.....	.....
12	St Joseph's Seminary and College . ....	.....	.....	.....
13	Union Theological Seminary..	109 000	2 ..	353 660 35
	Total.....	\$300 773	\$1 058 202 ..	\$2 552 219 55
	<i>a</i> EDUCATION			
1	New York State Normal College.....	2 154	\$108 666 67	\$247 837 54
	<i>a</i> LAW			
1	Fordham University, school of law.....	.....	.....	.....
2	New York Law School.....	10 618	\$333 164 97	\$328 193 29
	Total.....	10 618	\$333 164 97	\$328 193 29
	<i>a</i> MEDICINE			
1	Eclectic Medical College.....	75 000	\$40 000 ..	\$20 000 ..
2	Fordham University.....	.....	.....	.....
3	Long Island College Hospital.....	.....	.....	.....
4	N. Y. Homeopathic Med. Col. & Flower Hosp.	6 000	50 000 ..	125 000 ..
5	N. Y. Medical College & Hospital for Women..	.....	.....	.....
6	N. Y. Polyclinic Medical School & Hospital.....	.....	40 000 ..	120 000 ..
7	N. Y. Postgraduate Medical School & Hosp....	500	113 000 ..	374 216 98
	Total.....	11 500	\$243 000 ..	\$639 216 98
	<i>a</i> DENTISTRY			
1	College of Dental and Oral Surgery of N. Y...	400	.....	.....
2	New York College of Dentistry.....	.....	\$65 000 ..	\$85 000 ..
	Total.....	400	\$65 000 ..	\$85 000 ..
	<i>a</i> PHARMACY			
1	Brooklyn College of Pharmacy.....	3 400	\$8 500 ..	\$30 000 ..

*a* Excluding departments of universities.ment; including with data given for arts department.  
furniture.*b* No separate statistics reported for this department.  
*c* Including grounds.*d* Including

(continued)

## colleges, professional and technical schools

OF PROPERTY					No.
Furniture	Apparatus	Library	Museum	Total used by institution	
5	6	7	8	9	
\$10 000 ..		\$35 000 ..		\$400 000 ..	1
1 367 44		142 705 23		2 057 646 63	2
1 000 ..		350 ..		10 350 ..	3
50 ..	\$100 ..	3 365 50		14 515 50	4
29 351 50		55 000 ..		209 351 50	5
					6
		97 207 29	\$1 406 33	501 798 86	7
418 000 ..				488 000 ..	8
					9
					10
					11
1 500 ..		1 000 ..		356 160 35	12
					13
\$91 268 94	\$100 ..	\$334 628 02	\$1 406 33	\$4 037 822 84	Tot.
\$23 897 73	\$7 671 59	\$1 951 87		\$390 035 40	1
\$1 652 47		\$19 245 05		\$682 255 78	1
\$1 652 47		\$19 245 05		\$682 255 78	2
					Tot.
\$3 960 ..	\$14 100 ..	\$5 375 .	\$2 774 ..	\$86 209 ..	1
557 251 63	?	17 583 50	1 000 ..	250 835 13	2
15 216 86				175 216 86	3
37 737 62	8 000 ..	100 .	2 000 ..	535 054 60	4
\$114 166 11	\$22 100 ..	\$23 058 50	\$5 774 ..	\$1 047 315 59	5
					6
\$2 000 ..	\$3 000 ..			\$5 000 ..	7
13 000 ..	36 000 ..			199 000 ..	8
\$15 000 ..	\$39 000 ..			\$204 000 ..	Tot.
\$5 500 ..	\$6 000 ..	\$3 600 ..	\$1 000 ..	\$54 600 ..	1

e Including library.

f Including apparatus.



(continued)

colleges, professional and technical schools

EXPENDITURES						No.
Prizes, scholarships etc.	Fuel and lights	Amount invested	New buildings, sites and extraordinary repairs	All other purposes	Total	
16	17	18	19	20	21	
\$9 897 02	\$3 639 06	\$112 238 80	\$14 434 79	\$22 104 53	\$191 817 70	1
25 158 15	6 434 82	169 500 ..	5 425 48	75 108 20	331 489 13	2
.....	235 30	.....	.....	901 51	2 614 03	3
.....	.....	.....	.....	.....	800 ..	4
4 630 ..	667 71	.....	.....	7 665 55	45 791 16	5
.....	.....	.....	.....	.....	.....	6
14 405 ..	1 854 24	.....	.....	23 147 71	76 306 95	7
.....	4 399 31	.....	.....	40 926 46	54 435 77	8
.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	.....	11
16 000 ..	13 644 10	47 633 75	.....	67 467 31	225 050 30	12
.....	.....	.....	.....	.....	.....	13
\$70 090 17	\$30 874 54	\$329 372 55	\$19 860 27	\$237 321 27	\$931 305 04	Tot.
.....	.....	.....	.....	.....	.....	
.....	\$2 345 10	.....	\$7 585 12	\$14 373 01	\$65 129 90	1
.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	
\$2 060 ..	.....	.....	.....	\$74 027 55	\$99 875 80	1
.....	.....	.....	.....	.....	.....	2
\$2 060 ..	.....	.....	.....	\$74 027 55	\$99 875 80	Tot.
.....	.....	.....	.....	.....	.....	
\$1 200 ..	\$380 ..	.....	.....	\$3 165 ..	\$11 145 ..	1
.....	.....	.....	.....	.....	.....	2
.....	2 492 75	.....	\$8 629 50	17 645 96	75 788 96	3
.....	.....	.....	.....	8 612 19	44 589 82	4
125 ..	.....	.....	.....	.....	2 125 ..	5
.....	3 776 40	.....	108 887 20	26 065 56	142 729 16	6
.....	2 953 24	.....	135 862 14	212 108 64	364 800 27	7
.....	.....	.....	.....	.....	.....	
\$1 325 ..	\$9 602 39	.....	\$253 378 84	\$267 597 35	\$641 187 21	Tot.
.....	.....	.....	.....	.....	.....	
.....	\$482 20	.....	.....	\$13 088 79	\$30 242 72	1
\$127 ..	1 557 65	.....	\$12 061 73	43 972 17	109 141 28	2
.....	.....	.....	.....	.....	.....	
\$127 ..	\$2 039 85	.....	\$12 061 73	\$57 060 96	\$139 384 ..	Tot.
.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	
\$168 ..	\$500 ..	.....	.....	\$9 307 ..	\$21 500 ..	1

TABLE 2

## Property and financial statement for universities,

No.	NAME	Volumes in library	SUMMARY	
			Grounds	Buildings
	<b>I</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>OPHTHALMOLOGY</b>			
1	New York Ophthalmic Hospital.....			
	<b>a ENGINEERING AND TECHNOLOGY</b>			
1	Polytechnic Institute of Brooklyn.....	8 500	\$525 000 ..	\$234 600 ..
2	Rensselaer Polytechnic Institute.....	9 816	146 841 54	924 631 63
3	Thos. S. Clarkson Memorial Sch. of Technology	4 841	16 177 84	122 086 ..
	Total.....	23 157	\$688 019 38	\$1 281 317 63
	<b>a ART</b>			
1	New York School of Applied Design for Women	1 000	\$75 000 .	\$152 760 ..
	<b>MUSIC</b>			
1	Cortland Conservatory of Music.....	34	?	c\$16 000 ..
2	Grand Conservatory of Music.....			
3	Inst. of Musical Art of the City of N. Y.....	2 080	\$83 682 99	289 690 21
4	Metropolitan College of Music.....			
5	New York College of Music.....			
	Total.....	2 114	\$83 682 99	\$305 690 21
	<b>a OTHER</b>			
1	New York State Library School.....			
2	Pratt Institute.....	104 029	?	c\$1 983 792 35
3	Rochester School of Optometry.....			
	Total.....	104 029		\$1 983 792 35
	<b>FOREIGN COLLEGES</b>			
1	bCanton Christian College.....			
2	Mackenzie College.....	4 682	\$390 750 60	\$133 734 33
3	Robert College of Constantinople.....	13 782	151 571 20	d509 426 ..
4	Syrian Protestant College.....	17 135	215 556 47	458 069 80
5	University of Nanking.....	2 685	34 776 ..	85 170 38
	Total.....	38 284	\$792 654 27	\$1 246 400 51

a Excluding departments of universities.  
grounds.

d Including furniture.

b No report received this year.

c Including

(continued)

## colleges, professional and technical schools

OF PROPERTY					No.
Furniture	Apparatus	Library	Museum	Total used by institution	
5	6	7	8	9	
.....	.	. . . . .	. . . . .	. . . . .	I
\$10 500 68 64 720 24 7 886 36	\$47 131 06 201 045 30 38 700 .	\$15 000 18 681 47 7 690 ..	..... \$10 622 . .....	\$832 232 61 1 366 542 18 192 540 20	I 2 3
\$83 107 28	\$286 877 26	\$41 371 47	\$10 622 .	\$2 391 315 02	Tot.
\$15 000	..	?\$14 000 .	.....	\$256 760 .	I
e\$2 632 65 500 15 976 25	.. \$170 18 329 16	\$100 . ..... 17 000 .	..... ..... .....	\$18 732 65 670 424 678 61	I 2 3
.....	7 711 08	.....	.....	7 711 08	4 5
\$19 108 90	\$26 210 24	\$17 100 .	.....	\$451 792 34	Tot.
.....	.....	.....	.....	.....	I
f\$35 155 73	?	?	?	\$2 018 948 08	2
.....	\$200	.....	.....	200 .	3
\$35 155 73	\$200 .	.....	.....	\$2 019 148 08	Tot.
.....	.....	.....	.....	.....	I
\$15 347 86	\$10 970 06	\$6 973 65	\$7 215 55	\$564 992 05	2
?	12 144 ..	4 972 ..	7 708 80	745 822 ..	3
6 800 ..	10 100 ..	31 500 ..	25 800 ..	747 826 27	4
4 000 .	12 680 50	4 277 50	300 .	141 204 38	5
\$26 147 86	\$45 894 56	\$47 723 15	\$41 024 35	\$2 199 844 70	Tot.

e Including apparatus.

f Including all equipment.

TABLE 2

## Property and financial statement for universities,

No.	SUMMARY OF PROPERTY (concluded)				Total receipts	Salaries for instruction
	Investments	Total property	Debts at end of year	Net property		
	10	11	12	13	14	15
I .....					\$573 72	.....
I .....						
1	\$219 100 ..	\$1 051 332 64	.....	\$1 051 332 64	\$742 646 83	\$59 529 ..
2	1 431 853 60	2 798 395 78	\$192 827 64	2 605 568 14	405 094 51	98 883 32
3	328 030 ..	520 570 20	.....	520 570 20	41 571 07	15 892 50
Tot.	\$1 978 983 60	\$4 370 298 62	\$192 827 64	\$4 177 470 98	\$1 249 312 41	\$174 304 82
I .....						
I .....		\$256 760 ..	\$129 811 81	\$126 948 19	\$62 820 46	\$10 649 ..
I .....						
1	\$900 ..	\$19 632 65	\$9 315	\$10 317 65	\$8 666 45	\$4 569 92
2	.....	670 ..	200 ..	470 ..	4 515 91	1 201 30
3	519 217 53	943 896 14	297 325 32	646 570 82	150 014 46	87 041 25
4	.....	7 711 08	.....	.....	.....	.....
5	.....	.....	1 306 05	6 405 03	21 477 87	9 805 99
Tot.	\$520 117 53	\$971 909 87	\$308 146 37	\$663 763 50	\$184 674 69	\$102 618 46
I .....						
1	.....				\$2 565 ..	.....
2	\$5 229 863 12	\$7 248 811 20	.....	\$7 248 811 20	433 848 59	\$227 099 21
3	.....	200 ..	.....	200 ..	800 ..	750 ..
Tot.	\$5 229 863 12	\$7 249 011 20	.....	\$7 249 011 20	\$437 213 59	\$227 849 21
I .....						
1	.....					
2	\$26 392 55	\$591 384 60	\$16 672 49	\$574 712 11	\$118 865 09	\$41 480 33
3	1 684 950 98	2 430 772 98	.....	2 430 772 98	487 650 59	69 882 98
4	798 443 23	1 546 269 50	.....	1 546 269 50	123 786 02	50 801 02
5	1 400 ..	142 604 38	.....	142 604 38	72 106 45	18 254 50
Tot.	\$2 511 186 76	\$4 711 031 46	\$16 672 49	\$4 694 358 97	\$802 408 15	\$180 418 83



(concluded)

colleges, professional and technical schools

EXPENDITURES						No.
Prizes, scholarships etc.	Fuel and lights	Amount invested	New buildings, sites and extraordinary repairs	All other purposes	Total	
16	17	18	19	20	21	
.....	.....	.....	.....	\$200 35	\$200 35	1
\$2 350 ..	\$1 756 40	\$145 000 ..	.....	\$507 006 67	\$715 642 07	1
100 ..	6 489 08	65 866 72	\$142 017 07	53 833 96	367 190 15	2
265 ..	1 050 ..	.....	14 988 63	7 104 75	39 300 88	3
\$2 715 ..	\$9 295 48	\$210 866 72	\$157 005 70	\$567 915 38	\$1 122 133 10	Tot.
\$366 ..	\$1 281 15	.....	.....	\$46 830 58	\$59 126 73	1
\$120 ..	\$1 501 02	\$651 79	\$121 71	\$735 46	\$7 699 90	1
.....	131 90	.....	.....	2 980 80	4 314 ..	2
1 328 50	1 941 87	1 186 02	3 551 69	53 499 47	148 548 80	3
.....	430 47	.....	.....	9 907 65	20 144 11	4
\$1 448 50	\$4 005 26	\$1 837 81	\$3 673 40	\$67 123 38	\$180 706 81	5
.....	.....	.....	.....	\$2 565 ..	\$2 565 ..	Tot.
.....	.....	.....	.....	206 749 38	433 848 59	1
.....	.....	.....	.....	50 ..	800 ..	2
.....	.....	.....	.....	\$209 364 38	\$437 213 59	3
.....	.....	.....	.....	.....	.....	Tot.
\$125 ..	.....	.....	\$6 351 86	\$66 443 46	\$114 400 65	1
.....	.....	\$1 000 ..	186 819 40	56 041 05	313 743 43	2
4 865 20	\$1 496 63	36 000 ..	36 000 ..	30 623 17	123 786 02	3
.....	713 33	.....	46 446 88	5 000 ..	70 414 71	4
\$4 990 20	\$2 209 96	\$1 000 ..	\$275 618 14	\$158 107 68	\$622 344 81	5
.....	.....	.....	.....	.....	.....	Tot.



TABLE 3 (*concluded*)

Grand total of statistics of tables 1 and 2, excluding foreign colleges

HEAD OF COLUMN	TOTAL
D.V.S. or D.V.M. ....	32
C.E. ....	282
M.E. ....	292
E.E. ....	50
Other degrees. ....	313
Total, men. ....	3 775
women. ....	1 383
Higher degrees conferred	
On examination. ....	786
In course without examination. ....	23
Graduated without degrees, men. ....	1 540
women. ....	769
Honorary degrees conferred	
D.D. or S.T.D. ....	35
LL.D. ....	35
Others. ....	51
Total, men. ....	114
women. ....	7
Volumes in library. ....	2 348 203
SUMMARY OF PROPERTY	
Grounds. ....	\$17 217 066 01
Buildings. ....	49 119 207 69
Furniture. ....	3 460 190 05
Apparatus. ....	1 668 305 37
Library. ....	3 605 422 26
Museum. ....	741 957 42
Total used. ....	75 812 148 80
Investments. ....	74 936 971 65
Total property. ....	150 749 120 45
Debts. ....	8 675 341 08
Net property. ....	142 073 779 37
Total receipts. ....	\$19 395 659 84
EXPENDITURES	
Salaries for instruction. ....	\$5 925 996 51
Prizes, scholarships etc. ....	329 634 06
Fuel and lights. ....	660 589 42
Amount invested. ....	3 247 222 02
New buildings, sites and extraordinary repairs. ....	2 040 030 66
All other purposes. ....	5 379 609 80
Total. ....	\$17 583 082 47

TABLE 4  
Statistics of registered schools of nursing

NAME OF SCHOOL	FACULTY				NO. OF PUPILS ENROLLED			EDUCATIONAL QUALIFICATIONS											
	Sup't of hospital	Sup't of training school	Assistants including graduate head nurses	Resident dietitian	LECTURERS		INSTRUCTORS	1st year	2d year	3d year	Total	No. of statements submitted	College diploma	Partial college course	High school diploma	Partial h. s. course	Accepted on an equivalent	Not qualifying	
					Voluntary	Paid													Voluntary
Albany Hospital	1 R. N.	1	3	1	11	22	...	1	43	28	42	113	69	2	...	14	14	27	12
Amsterdam City Hospital	d1	R. N.	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Annot Ogden Memorial Hospital, Elmira	d1	R. N.	1	...	...	15	...	1	8	11	...	...	10	...	...	2	1	12	...
Auburn City Hospital	d1	R. N.	1	...	2	12	3	1	8	7	8	23	26	...	...	1	1	4	...
A. O. Fox Memorial Hospital, Oneonta	d1	R. N.	1	1	...	3	...	1	1	3	...	...	4	...	...	...	2	2	...
Batavia Training School for Nurses	1 R. N.	1	2	...	...	13	...	1	4	7	...	11	...	...	...	...	...	...	...
Bellerue Hospital (for women), New York	1 R. N.	1	126	1	72	...	7	...	45	29	34	108	53	...	...	5	12	35	2
Beth Israel Hospital, New York	1 R. N.	1	4	...	13	...	...	2	14	11	10	35	12	...	...	...	2	8	2
Binghamton City Hospital	d1	R. N.	1	...	5	...	...	...	17	3	...	12	1	...	...	2	...	1	...
Brooklyn Hospital	...	R. N.	3	1	8	19	...	1	17	14	12	43	9	...	...	2	2	4	1
Brooks Memorial Hospital, Dunkirk	d1	R. N.	1	2	...	12	...	...	3	2	5	10	5	...	...	1	2	1	1
Buffalo General Hospital	1 R. N.	1	10	1	10	15	...	2	42	30	18	90	36	...	...	5	14	17	...
Buffalo German Deaconess Hospital	1	1	2	...	2	15	...	...	11	9	10	30	33	...	...	4	3	24	2
Buffalo Homeopathic Hospital	d1	R. N.	7	1	3	24	...	4	9	9	11	29	27	...	...	7	7	12	1
Buffalo Hospital, Sisters of Charity	1	1	11	...	6	16	...	...	25	17	8	50	19	...	...	3	...	9	7
Buffalo State Hospital	1	...	...	...	10	...	10	1	18	28	...	46	5	...	...	1	2	2	...
Buffalo Woman's Hospital	d1	R. N.	3	...	...	6	3	...	9	6	5	20	5	...	...	...	...	...	...
Children's Hospital, Buffalo	...	1	1	1	2	18	...	...	4	12	8	24	13	...	...	...	1	12	...
City of Kingston Hospital	1	d1	...	...	...	...	...	1	...	...	...	...	9	...	...	...	3	...	...
Clifton Springs Sanitarium	1	R. N.	3	1	...	9	2	...	8	16	23	47	18	...	...	2	1	15	...
Cohoes Hospital	d1	R. N.	1	1	...	...	...	...	...	...	...	14	5	...	...	...	4	1	...
Corning Hospital	d1	...	2	...	...	6	...	...	...	7	...	13	12	...	...	2	5	...	...
Cortland County Hospital	d1	R. N.	1	1	...	10	...	1	4	9	...	13	9	...	...	2	1	5	1
Cumberland St. Hosp. (D.P.C.), Brooklyn	d1	R. N.	1	...	6	...	...	...	10	12	...	22	16	...	...	1	...	13	1
Eastern Dist. Disp. & Hosp., Brooklyn	1	R. N.	...	...	8	14	...	1	3	3	4	10	7	...	...	...	1	6	...



TABLE 4 (continued)  
Statistics of registered schools of nursing

NAME OF SCHOOL	FACULTY					NO. OF PUPILS ENROLLED			EDUCATIONAL QUALIFICATIONS											
	Sup't of hospital	Sup't of training school	Assistants including graduate head nurses	Resident dietitian	Intern staff	LECTURERS		INSTRUCTORS		1st year	2d year	3d year	Total	No. of statements submitted	College diploma	Partial college course	High school diploma	Partial h. s. course	Accepted on an equivalent	Not qualifying
						Voluntary	Paid	Voluntary	Paid											
New York Homeo. Med. Coll. & Flower Hosp	d1	R. N. 1	3	1	9	7	1	1	1	17	15	9	41	6	1	1	2	8	44	7
New York Hospital	1	R. N. 1	12	1	18	4	1	2	2	37	51	5	93	64	1	1	11	8	44	7
New York Infirmary for Women & Children	R. N. 1	R. N. 1	7	1	6	11	2	1	1	9	7	1	21	24	1	1	3	3	17	1
N. Y. Med. Coll. & Hosp. for Women (Lozier)	1	R. N. 1	3	1	2	7	1	1	1	64	1	1	41	4	1	1	1	1	9	1
N. Y. Post G. M. S. & H. (Margaret Fahnestock)	1	R. N. 1	3	1	22	6	1	1	1	23	38	39	100	54	1	1	9	8	36	1
New York Red Cross Hospital	d1	R. N. 1	4	1	2	19	1	2	2	6	7	5	18	17	1	1	1	3	12	2
Niagara Falls Memorial Hospital	d1	R. N. 1	3	1	1	1	1	1	1	8	10	14	22	23	1	1	1	6	10	1
Ogdensburg City Hospital	1	R. N. 1	3	1	1	1	1	1	1	6	4	10	20	0	1	1	2	15	8	1
(The) Oswego Hospital	1	R. N. 1	1	1	1	10	1	2	2	8	5	2	15	13	1	1	2	4	7	1
Park Av. Hosp. Tr. Sch. for Nurses, Rochester	d1	R. N. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Peebles Hospital	1	R. N. 1	2	1	1	5	1	1	1	3	5	3	11	9	1	1	1	13	26	9
Presbyterian Hospital, New York	1	R. N. 1	17	1	17	13	1	1	1	16	36	34	86	49	1	1	9	13	26	9
Prospect Heights Hosp. & B'klyn Maternity	1	R. N. 1	3	1	1	13	1	1	1	21	10	20	21	20	1	1	2	2	12	4
Rochester General Hospital	R. N. 1	R. N. 1	5	1	4	12	1	2	2	25	24	15	64	35	1	1	9	7	19	1
Rochester Homeopathic Hospital	1	R. N. 1	3	1	4	8	1	1	1	26	13	21	60	22	1	1	10	7	5	1
Rochester State Hospital	1	R. N. 1	7	1	9	10	1	1	1	9	13	5	22	2	1	1	1	1	4	1
Rome Hospital	1	R. N. 1	1	1	1	1	1	1	1	6	3	3	14	6	1	1	1	1	4	1
Roosevelt Hospital, New York	1	R. N. 1	14	1	16	8	1	2	2	24	31	5	55	52	1	1	10	14	26	2
S. R. Smith Infirmary, New York	1	R. N. 1	2	1	5	10	1	1	1	10	20	17	47	23	1	1	3	18	1	1
St Catherine's Tr. Sch. for Nurses, Brooklyn	1	R. N. 1	2	1	8	28	1	1	1	18	7	12	37	13	1	1	2	5	6	1
St Elizabeth's Hospital and Home, Utica	1	R. N. 1	3	1	1	14	1	1	1	9	3	3	15	8	1	1	1	1	2	6
St James Mercy	1	R. N. 1	1	1	1	10	1	1	1	3	4	1	7	0	1	1	1	1	8	1
St Joachim's Hospital, Watertown	1	R. N. 1	1	1	1	12	1	1	1	10	11	11	21	12	1	1	1	2	7	1
St John's Hospital, Brooklyn	1	R. N. 1	2	1	4	19	1	2	2	12	16	11	29	9	1	1	1	3	2	5
St John's Long Island City Hospital	1	R. N. 1	1	1	6	13	1	1	1	13	15	8	36	25	1	1	3	7	14	1

St. John's Riverside Hospital, Yonkers.....	R. N. 1	1	3	1	3	10	19	1	7	9	6	22	19	1	1	15	3						
St. Joseph's Hospital, Syracuse.....	R. N. 1	1	5	4	17	6	17	1	9	10	11	37	7	1	3	3	3						
St. Lawrence State Hospital, Ogdensburg.....	R. N. 1	1	8	13	4	6	13	1	15	22	11	37	3	1	1	2	2						
St. Luke's Hospital, New York.....	R. N. 1	1	10	16	10	5	10	1	55	48	38	141	58	20	19	18	1						
St. Luke's Hospital, Newburgh.....	d1	1	3	1	11	1	11	1	7	10	5	22	10	3	3	4	4						
St. Mary's Free Hosp. for Children, N. Y.....	1	1	2	2	2	3	2	1	11	7	7	25	13	2	2	11	11						
St. Mary's Hospital, Brooklyn.....	1	R. N. 1	1	8	25	1	25	2	13	18	16	47	43	5	9	20	20						
St. Mary's Hospital, Rochester.....	1	R. N. 1	1	4	15	2	15	1	9	11	7	27	28	4	16	8	8						
St. Peter's Hospital, Albany.....	1	R. N. 1	6	1	4	1	4	1	25	29	33	87	37	1	4	32	32						
St. Peter's Hospital, Albany.....	1	R. N. 1	2	16	14	1	14	1	9	11	29	33	87	37	1	4	32						
St. Vincent's Hospital, New York.....	1	R. N. 1	1	3	10	1	10	1	7	8	4	19	3	1	1	2	1						
St. Vincent's Hospital, N. Y.....	1	R. N. 1	1	3	11	1	11	1	13	10	14	37	20	4	4	14	14						
Samarian Hospital, Troy.....	d1	R. N. 1	3	1	8	1	8	1	4	4	2	10	7	1	1	2	2						
Saratoga Cure and Infirmary.....	d1	R. N. 1	3	1	11	1	11	1	7	4	3	14	6	1	1	5	5						
Saratoga Hospital, Saratoga Springs.....	d1	R. N. 1	2	1	11	1	11	1	15	12	9	36	14	1	3	9	1						
Schenectady Hosp. Assoc. Tr. Sch. for Nurses.....	1	R. N. 1	3	3	14	1	14	1	7	12	9	36	14	1	3	9	1						
Schenectady Hosp. Assoc. Tr. Sch. for Nurses.....	1	R. N. 1	3	3	14	1	14	1	7	12	9	36	14	1	3	9	1						
Schenectady Phys. Hosp. Tr. Sch. for Nurses.....	1	R. N. 1	1	1	20	1	20	1	8	1	10	10	6	1	1	4	1						
Swedish Hospital, Brooklyn.....	d1	R. N. 1	2	3	11	1	11	1	6	6	6	18	5	1	4	4	1						
Syracuse Homeopathic Hospital.....	1	R. N. 1	0	1	11	1	11	1	4	4	6	14	10	3	4	2	1						
Syracuse Hosp. for Women and Children.....	d1	R. N. 1	6	1	4	1	4	1	15	12	13	40	16	2	5	9	9						
Thanksgiving Hospital, Cooperstown.....	d1	1	1	1	12	1	12	1	5	3	2	10	10	1	7	2	1						
Thrall Hospital, Middletown.....	d1	1	1	4	14	1	14	1	10	15	10	35	10	1	8	7	7						
Troy Hospital.....	d1	1	3	2	25	1	25	1	7	6	6	19	8	1	1	8	8						
Utica General Hospital.....	d1	R. N. 1	26	8	8	1	8	1	28	13	41	2	2	1	1	1	1						
Utica State Hospital.....	1	R. N. 1	4	2	4	1	4	1	7	3	13	23	16	2	5	9	9						
Vassar Brothers Hospital, Poughkeepsie.....	1	R. N. 1	3	2	2	1	2	1	4	3	3	7	10	1	1	5	3						
Washington Heights Hospital, New York.....	d1	R. N. 1	2	1	7	1	7	1	6	3	4	13	4	1	3	1	1						
White Plains Hospital.....	d1	R. N. 1	1	12	1	1	12	1	13	11	24	6	6	1	6	1	1						
Willard State Hospital.....	1	R. N. 1	3	4	12	1	12	1	16	15	31	31	16	2	8	6	6						
Williamsburg Hosp. Tr. Sch. for Nurses, B'klyn.....	1	R. N. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Woman's Christian Assoc. Hosp., Jamestown.....	1	R. N. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Broad Street Hospital, Oneida.....	1	R. N. 1	1	4	1	1	1	1	2	2	5	9	0	1	1	1	1						
Central Islip State Hospital.....	1	R. N. 1	1	24	10	1	24	1	20	32	52	0	0	1	1	1	1						
St. Mark's Hospital, New York.....	1	R. N. 1	1	1	7	1	7	1	6	6	4	16	0	1	1	1	1						
Yonkers Homeo. Hosp. and Maternity.....	d1	R. N. 1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
N. Y. Skin and Cancer Hosp.....	1	R. N. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Total.....	117	117	647	47	717	1	638	162	40	121	1	469	996	3	991	2	103	6	271	442	1	217	176

a Including all classes.

d, Also superintendent of Training School.

TABLE 4 (continued)  
Statistics of registered schools of nursing

NAME OF SCHOOL	No diplomas conferred for the year ending July 31, 1912	LENGTH OF COURSE		Hours on hospital duty day— on weekly	Hours on hospital duty night— on weekly	Hours recreation weekly	Total no. of hours theory throughout course	Vacation	HOSPITAL FACILITIES			
		Years	Months						No. of hospital beds	Average no. of cases treated daily	Average no. of opera- tions weekly	Average no. of dis- pensary cases daily
Albany Hospital.	20	3	3	62	84	22	245	2	440	235	50	16
Amsterdam City Hospital.	11	2	2	63	80	21	123	2	81	50	...	...
Arnot Ogden Memorial Hospital, Elmira	6	3	3	65	84	19	181	2	94	60	18	4
Auburn City Hospital.	4	2	2	68	82	16	178	2	25	15	5	4
A. O. Fox Memorial Hospital, Oneonta....			3									
Batavia Training School for Nurses.	2	...	...	64	84	20	260	2	50	29	6	...
Bellevue Hospital (for women), New York	34	51	9	62	84	22	260	2	1 310	1 162	64	393
Beth Israel Hospital, New York.	11	2	6	65	84	19	194	2	134	125	25	323
Binghamton City Hospital.	1	3	3	60	84	18	184	2	64	40	6	...
Brooklyn Hospital.	12	3	3	63	84	21	145	3	170	126	...	71
Brooks Memorial Hospital, Dunkirk.	3	3	3	62	84	23	285	3	35	17	4	...
Buffalo General Hospital.	18	3	3	62	84	22	311	4	365	226	40	...
Buffalo German Deaconess Hospital.	8	3	3	62	84	22	217	3	68	62	24	...
Buffalo Homeopathic Hospital.	7	3	3	64	84	20	155	3	136	741	...	...
Buffalo Hospital, Sisters of Charity.	17	3	3	68	12	16	388	2	250	150	40	...
Buffalo State Hospital	18	2	2	84	84	12	130	2	1 932	1 932	2	...
Buffalo Woman's Hospital.	11	3	3	62	84	22	315	4	35	30	9	...
Children's Hospital, Buffalo.	4	2	6	62	84	22	167	3	100	53	6	9
City of Kingston Hospital.	11	3	3	64	84	20	256	3	30	21	...	...
Clifton Springs Sanitarium.		3	3	63	77	21	...	3	222	168	4	...
Cobles Hospital.	3	3	3	63	84	21	...	2	60	30	...	...
Corning Hospital.	7	2	6	65	84	19	201	2	27	17	3	...
Cortland County Hospital	7	2	3	63	84	21	192	2	50	25	...	25
Cumberland Street Hospital (D. P. C.), Brooklyn..	9	2	2	64	84	20	151	2	200	170	19	53
Eastern District Dispensary and Hospital, Brooklyn	2	2	6	68	84	16	237	2	48	38	12	80



Emergency Hospital, Sisters of Charity, Buffalo.....	16	3	71	84	13	344	2	80	501	1	20
Erie County Hospital, Buffalo.....	7	3	84	94	30	200	4	475	411	10	...
Faxon Hospital, Utica.....	4	3	62	77	22	208	2	62	38	24	...
Flushing Hospital.....	5	3	68	84	20	172	2	58	55	10	1
Frederick Ferris Thompson H., Canandaigua.....	5	2	68	84	26	550	2	60	36	4	...
French Benevolent Society Hospital, New York.....	7	2	62	84	22	168	3	115	90	18	65
Geneva City Hospital.....	...	3	...	84	...	...	2	152	33	7	...
German Hospital, Brooklyn.....	...	3	...	...	...	267	2	146	116	...	...
German Hospital, Buffalo.....	...	3	...	...	...	...	...	72	57	...	...
German Hospital and Dispensary, New York.....	21	3	60	84	18	252	3	257	242	60	355
Glens Falls Hospital Corporation.....	6	3	60	84	24	105	3	75	31	7	...
Gowanda State Homeopathic Hospital.....	8	2	68	77	6	182	3	131	120	...	...
Hahnemann Hospital, New York.....	10	3	62	84	22	149	3	110	69	17	...
Hahnemann Hospital, Rochester.....	5	3	64	84	20	199	2	125	93	...	...
Homeopathic Hospital of Albany.....	5	3	64	84	20	199	2	64	64	11	9
Hospital of the Good Shepherd, Syracuse.....	26	3	63	84	21	...	3	186	120	24	...
House of Good Samaritan (Watertown City Hall).....	8	2	62	84	22	132	3	73	40	114	...
Hudson City Hospital.....	2	2	62	70	22	824	3	59	26	5	...
Italian Hospital, New York.....	6	3	62	84	22	147	2	48	40	11	48
Janata Hospital, New York.....	2	3	62	84	22	200	3	55	37	4	...
Jewish Hospital, Brooklyn.....	...	3	66	84	18	254	3	265	223	50	200
Kings County Hospital, Brooklyn.....	32	2	63	...	21	206	3	634	766	165	...
Kings Park State Hospital.....	13	2	84	75	27	202	2	3 927	3 524	1	...
Laura Franklin Free Hospital for Children, N. Y.....	7	2	63	...	21	219	2	68	67	18	...
Lebanon Hospital, New York.....	14	3	64	84	...	187	...	200	159	22	130
Lee Private Hospital, Rochester.....	...	3	69	84	15	...	2	57	42	26	...
Lincoln Hospital and Home, New York.....	13	3	68	84	16	156	2	432	337	14	20
Little Falls Hospital.....	...	2	62	84	22	85	2	25	...	3	...
Long Island College Hospital, Brooklyn.....	18	3	60	84	24	231	3	280	207	33	190
Long Island State Hospital, Flatbush, Brooklyn.....	7	2	78	78	6	184	2	800	750	...	...
Manhattan State Hospital, New York.....	15	2	91	84	6	161	2	4 949	4 949	...	8
Mary Immaculate Training School, Jamaica.....	3	2	70	84	14	485	3	76	60	12	...
Methodist Episcopal Hospital, Brooklyn.....	23	2	63	77	21	121	2	225	163	30	90
Metropolitan Hospital (D. P. C.), New York.....	24	3	65	80	10	289	3	1 545	1 533	20	...
Mount Sinai Hospital, New York.....	50	3	64	84	20	162	3	508	421	...	689
Mount Vernon Hospital.....	5	3	62	84	22	167	3	35	23	8	6
Nassau Hospital, Nassau.....	4	3	65	84	17	92	4	70	50	14	...
Nathan Jaffet Hospital, Gloversville.....	4	3	64	84	20	205	2	53	19	5	2
New Roch Hospital.....	7	2	62	84	22	183	2	60	30	8	...
New York City Hospital (D. P. C.), Blackwells Island.....	...	2	69	84	15	...	1 1/2	800	717	40	...

TABLE 4 (concluded)  
Statistics of registered schools of nursing

NAME OF SCHOOL	No. diplomas conferred for the year ending July 31, 1912	LENGTH OF COURSE		Hours on hospital duty—day—weekly	Hours on hospital duty night—weekly	Hours recreation weekly	Total no. of hours throughout course	Vacation	HOSPITAL FACILITIES			
		Years	Months						No. of hospital beds	Average no. of cases treated daily	Average no of opera-tions weekly	Average no. of dis-pensary cases daily
New York Homeo. Med. Coll. and Flower Hospital	9	3	3	68	84	22	196	3	140	100	20	110
New York Hospital	32	2	2	60	84	18	203	3	264	215	50	230
New York Infirmary for Women and Children	12	2	2	62	81½	22	194	3	90	70	10	120
N. Y. Medical College and Hospital for Women (Lozier)	9	3	3	64	84	20	196	4	240	100	55	500
N. Y. Post G. M. S. and H. (Margaret Fahnestock)	31	3	3	64	84	20	196	4	271	225	55	500
New York Red Cross Hospital	5	2	2	57	84	26	189	2	50	27	16	.....
Niagara Falls Memorial Hospital	8	3	3	64	84	16	248	3	108	50	7	.....
Ogdensburg City Hospital	10	3	3	68	84	16	195	3	65	30	30	.....
(The) Oswego Hospital	6	3	3	64	84	22	239	2	69	32	24	.....
Park Av. Hosp. Tr. Sch. for Nurses, Rochester	6	3	3	63	84	21	233	2	43	28	7	.....
Pedskill Hospital	3	2	2	60	84	24	.....	2	245	214	.....	.....
Presbyterian Hospital, New York	34	3	3	63	73	21	272	4	233	214	.....	.....
Prospect Heights Hospital and Brooklyn Maternity	11	2	2	60	84	24	172	2	50	45	10	.....
Rochester General Hospital	11	3	3	56	84	15	211	2	162	113	.....	26
Rochester Homeopathic Hospital	18	3	3	61	84	23	512	2	144	99	29	9
Rochester State Hospital	12	2	2	82	73	9	197	2	1 500	1 413	.....	.....
Rome Hospital	5	3	3	62	84	22	311	3	30	18	5	.....
Roosevelt Hospital, New York	25	2	2	67	81	17	215	3	252	203	51	288
S. R. Smith Infirmary, New York	.....	3	3	66	84	18	.....	3	150	98	15	9
St Catherine's Training School for Nurses, Brooklyn	17	3	3	65	84	19	332	3	210	140	25	45
St. Elizabeth's Hospital and Home, Utica	9	3	3	67	84	17	816	2	40	38	8	.....
St James Mercy	.....	2	2	77	84	17	92	2	50	25	4	.....
St Joachim's Hospital, Watertown	7	2	2	56	84	28	232	2	60	44	12	6
St John's Hospital, Brooklyn	11	3	3	62	81	22	238	3	85	61	13	.....
St John's Long Island City Hospital	11	2	2	63	84	16	294	2	225	140	10	.....

St John's Riverside Hospital, Yonkers	11	3	84	22	822	3	82	60	10	113
St Joseph's Hospital, Syracuse	9	3	77	18	348	2	117	75	20	...
St Lawrence State Hospital, Ogdensburg	14	2	77	14	181	3	305	1	937	...
St Luke's Hospital, New York	38	3	84	20	243	3	350	296	36	226
St Luke's Hospital, Newburgh	8	2	84	20	74	3	75	45	11	...
St Mary's Free Hospital for Children, N. Y.	11	2	84	15	108	2	122	90	30	60
St Mary's Hospital, Brooklyn	12	3	84	14	345	3	270	230	45	...
St Mary's Hospital, Rochester	...	3	...	...	...	...	...	...	...	...
St Peter's Hospital, Albany	...	3	81	14	...	...	104	90	18	40
St Vincent's Hospital, New York	26	3	84	14	238	2	370	320	33	150
St Vincent's Hospital, N. Y.	8	...	81	10	455	3	73	60	12	9
Sumner Hospital, Troy	...	3	82	10	159	3	100	87	23	6
Saratoga Cure and Infirmary	2	3	84	21	431	2	60	17	3	...
Saratoga Hospital, Saratoga Springs	6	3	84	20	416	3	51	25	4	3
Schenectady Hosp. Assoc. Training School for Nurses	9	3	84	22	361	3	110	65	16	20
Schenectady Phys. Hosp. Training School for Nurses	2	3	84	20	450	3	26	15	10	5
Swedish Hospital, Brooklyn	...	2	84	22	114	2	46	36	8	10
Syracuse Homeopathic Hospital	4	3	84	20	106	3	40	30	11	...
Syracuse Hospital for Women and Children	8	3	84	22	252	3	180	94	17	...
Thanksgiving Hospital, Cooperstown	...	2	84	17	404	2	30	14	4	...
Thall Hospital, Middletown	2	3	84	17	164	2	46	25	6	...
Troy Hospital	6	3	84	16	362	2	115	103	20	21
Utica General Hospital	6	3	84	20	245	2	75	43	9	5
Utica State Hospital	20	2	70	6	123	2	67	54	19	14
Vassar Brothers Hospital, Poughkeepsie	7	3	84	24	204	2	...	...	...	...
Washington Heights Hospital, New York	3	2	84	25	219	2	35	22	3	13
White Plains Hospital	4	3	84	20	162	3	42	28	42	28
Willard State Hospital	11	2	70	6	237	2	2	2	...	...
Williamsburg Hosp. Training School for Nurses, B'klyn	6	2	70	27	146	2	65	56	14	36
Woman's Christian Association Hospital, Jamestown	...	3	...	...	...	...	...	...	...	...
Broad Street Hospital, Oneida	2	3	84	22	...	2	28	13	...	...
Central Islip State Hospital	...	2	84	2	12	...	...	...	...	...
St Mark's Hospital, New York	...	3	...	...	...	...	...	...	...	...
Yonkers Homeopathic Hospital and Maternity	6	3	84	15	...	3	69	30	6	...
N. Y. Skin and Cancer Hospital	8	...	...	...	...	...	...	...	...	...
Total	1 160	74	...	...	...	...	36 237	32 448	1 961	4 895



## EXHIBIT J

### LICENSES

Tables showing physicians, dentists, pharmacists, druggists, optometrists, accountants and nurses licensed

[919]



## LICENSES

Under the heading "Preliminary education" the date of the licentiate's matriculation in his professional school is given, with the count value of his preparation as determined by the Department on (x) examination, (sx) examination on set subjects, (eq) the equivalent on certificate, or (pq) on partial equivalent, certificate and examination. Under the heading "Professional education" the number of years of his professional course required by statute at the date of his matriculation is given, with the date of his degree from the professional school. The method of licensing the candidate is given under the heading "Examinations," figures indicating the number of trials; (Ex) the full examination; (Px) partial; (Fx) final. The column headed "Month" gives the month in which the candidate was examined: J, January; F, February; M, May; Je, June; S, September; O, October. An average of the standings attained in all subjects taken is given under the letters F, failed; P, passed, and H, honors. No applicant passes the examination whose standing falls below 75 per cent, except nurses, pharmacists and druggists. In medicine, honors are given to students having 90 per cent or above in all of the required subjects; in dentistry and veterinary medicine, honors are given to students having 90 per cent in three-fourths of the required subjects.

September 1, 1891, the medical statute required all physicians to be licensed by the Regents unless previously registered and legally authorized, and subsequent statutes exacted the same of dentists and veterinarians. There are six methods of admission to medical practice in the State, arising from the advancing requirements of the medical practice act: (1) license on examination, Ex; (2) by indorsement of license, IL, followed by the abbreviation of the State registered (applicants examined and licensed by other state boards registered by the Regents as maintaining standards not lower than those provided by the statute); (3) by indorsement for eminence and authority, EA (the Commissioner, on approval of the Regents, may indorse a license or diploma of a physician who has reached a position of conceded eminence and authority in his profession); (4) by indorsement of diploma, ID (applicants who matriculated in a New York State medical school before June 5, 1890 and who received the degree from a registered medical school before August 1, 1895); (5) on recommendation of the State Board of Medical Examiners, Rec (to make valid imperfect registrations); (6) indorsement of a certificate, Ct (for registry in another county if such certificate clearly shows that the original registration was of an authority issued under seal by the Regents, or if such certificate itself was indorsed by the Regents).

There are five methods of admission to dental practice in the State, arising from the advancing requirements of the dental practice act: (1) license on examination, Ex; (2) by indorsement of license, IL, followed by the abbreviation of the state registered (applicants examined and licensed by other state boards registered by the Regents as maintaining standards not lower than those provided by the statute. In October 1909 the Regents rescinded the only agreements to indorse licenses under this provision of the statute, viz, Pennsylvania and

New Jersey); (3) by indorsement on the recommendation of the board after an oral examination, RP (the Regents indorse the diploma of a graduate from a registered school if the graduate has been in lawful practice for six years next preceding his application, provided his preliminary and professional education met the New York statutory requirements); (4) on certificate of study, CS (the Regents may issue a license to an applicant who has passed the written examination before the board). No new cases can arise under this provision, which expired by limitation January 1, 1904, and the record is preserved for reference to former reports; (5) indorsement of a certificate, Ct (for registry in another county if such certificate clearly shows that the original registration was of an authority issued under seal by the Regents or if the certificate is indorsed by the Regents as entitled to registration).

There are five methods of admission to practise veterinary medicine in the State, arising from the advancing requirements of the statute affecting the practice of veterinary medicine and surgery; (1) license on examination, Ex; (2) by indorsement of license, IL, followed by the abbreviation of the state registered (applicants examined and licensed by other state boards registered by the Regents as maintaining standards not lower than those provided by the statute); (3) by indorsement of diploma, ID (applicants that matriculated in a New York State veterinary medical school before July 1, 1896, and that received the veterinary degree from a registered veterinary medical school before July 1, 1897); (4) on recommendation of the State Board of Veterinary Medical Examiners, Rec (to make valid imperfect registration); (5) indorsement of a certificate, Ct (for registry in another county if such certificate clearly shows that the original registration was of an authority issued under seal by the Regents or if such certificate itself is indorsed by the Regents as entitled to registration).

Tabular information regarding the certificates to practise optometry has been rearranged to conform, so far as practicable, with the facts given in the other tables. These tables have been brought forward into the order required by the organization of professional schools. The tabular matter regarding certified public accountants has also been recast and placed before the statistics regarding registered nurses, for the same reason.



Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912

Group 1, New York schools; group 2, schools in other states; group 3,  
schools in foreign countries

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	Average
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS									
Albany Medical College									
Aurlinger, Horace E.	Glens Falls Hosp., Glens Falls, N. Y.	88	07	60pq	4	II	Ex <sup>2</sup>	M	P
Baker, Bertram T.	Troy Hospital, Troy, N. Y.	86	06	60x	4	12	Fx <sup>2</sup>	M	P
Beard, David W.	Cobleskill, N. Y.	91	10	60x	2	11	Px	M	P
Bogardus, Clifton	Catskill, N. Y.	84	08	60x	4	12	Fx	M	P
Both, John L.	158 Dove st., Albany, N. Y.	88	08	60x	4	12	Fx	M	P
Cahill, John J.	Metrop. City Hosp., N. Y. C.	84	08	60x	4	12	Fx	M	P
Culver, George J.	353 Madison av., Albany, N. Y.	90	10	60x	2	11	Px	M	P
		86	08	60x	4	12	Fx	M	P
		90	10	60eq	2	11	Px	M	P
Delehanty, Nicholas J.	48 N. Main st., Rutland, Vt.	73	06	60eq	23	09	ILVt	M	P
Gard, John W.	13 Van Auden st., Auburn, N. Y.	88	10	60eq	2	11	Px	M	P
Glenn, George M.	279 Madison av., Albany, N. Y.	84	07	60pq	4	II	Ex	M	P
Green, George A.	126 N. Main st., Mechanicville, N. Y.	86	08	60pq	4	12	Fx	M	P
Gregory, Paul P.	Mt Vision, N. Y.	86	08	60pq	4	12	Fx	M	P
Gulick, John D.	821 1/2 State st., Schenectady, N. Y.	82	08	60seq	4	12	Ex <sup>2</sup>	M	P
Hannock, Elwin W.	78 S. Swan st., Albany, N. Y.	86	05	60x	4	10	Ex <sup>4</sup>	F	P
		90	07	60pq	4	II	Fx	M	P
Helm, Robert W.	152 Lake av., Saratoga Springs, N. Y.	91	10	60pq	2	11	Px	M	P
Hull, Alson J.	Williamstown, Mass.	91	09	60eq	2	11	Px	M	P
Humphrey, Ray H.	261 Broadway, Rensselaer, N. Y.	87	09	60x	2	11	Px	M	P
Huntington, Edwin H.	Hopewell Junction, N. Y.	83	10	60x	2	11	Px	M	P
Johnson, William K.	Schojack Landing, N. Y.	88	06	60pq	4	10	Ex <sup>3</sup>	M	P
Joyce, Whitney H.	219 State st., Albany, N. Y.	88	09	60x	3	11	Px	M	P
Lucas, Harold A.	28 Broadway, Rensselaer, N. Y.	88	07	60x	4	II	Ex <sup>2</sup>	M	P
McCormick, William E.	24 N. Allen st., Albany, N. Y.	85	07	60x	4	II	Ex <sup>3</sup>	S	P
		84	07	60x	4	II	Ex <sup>3</sup>	S	P
		83	05	60eq	4	II	Px	M	P
McKenna, Walter D.	75 4th st., Troy, N. Y.	88	07	60pq	4	II	Ex <sup>3</sup>	M	P
		83	08	60pq	4	12	Ex <sup>2</sup>	M	P
Maloney, Thomas W.	960 N. Broadway, Yonkers, N. Y.	84	06	60pq	4	II	Ex <sup>3</sup>	S	P
		84	06	60x	4	II	Px	M	P
Mauro, Domenico C.	Troy Hospital, Troy, N. Y.	88	08	60x	4	12	Fx	M	P
Millias, Ward W.	Valatie, N. Y.	88	08	60x	4	12	Px	M	P
Montgomery, Horace C.	St Lawrence State Hosp., Ogdens- burg, N. Y.	87	07	60pq	4	II	Fx <sup>2</sup>	M	P
		90	08	60x	4	12	Fx	M	P
		88	08	60x	4	12	Fx	M	P
		75	07	60eq	4	II	Ex	M	P
		87	08	60x	4	12	Ex	M	P
		87	06	60eq	4	II	Px	M	P
Palmer, Warren B.	360 Hancock st., Brooklyn, N. Y.	91	11	60x	3	80	Ct	N	P
		91	10	60pq	2	11	Px	M	P
		88	05	60x	4	II	Px <sup>2</sup>	M	P
		88	07	60x	4	II	Px <sup>4</sup>	M	P
Ritter, Fred L.	Black River, N. Y.	85	02	60x	4	12	Ex	M	P
Robinson, J. Fletcher.	Bombay, India.	82	02	60eq	4	06	Ex	S	P
		87	08	60x	2	11	Px	F	P
Seward, William H.	10 Kline st., Amsterdam, N. Y.	86	08	60x	4	12	Fx	M	P
		87	05	60eq	4	II	Ex	M	P
Smith, Walter J.	145 Philip st., Albany, N. Y.	82	09	60x	2	11	Px	S	P
Stott, Charles E.	334 1st st., Albany, N. Y.	86	08	60pq	4	12	Fx	M	P
Terk, Abraham P.	State Hosp., Rochester, N. Y.	85	05	60x	4	II	Fx	M	P
Todd, S. Wallace.	Hyde Park, N. Y.	87	08	60pq	4	12	Fx	M	P

Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth require-  
ment for admission to examination.

**Record of medical licensing examinations and indorsement of credentials,  
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NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING	
			Preliminary		Profes- sional		Examined or indorsed	Month	Average	
			Matric- ulated	Counts	Years	Degree				
NEW YORK SCHOOLS (continued)										
Albany Medical College (continued)										
Van Auken, Wm. B. D.	Voorheesville, N. Y.	91	S	10	60pq	2	...	Px	Je	P
		82	S	05	60pq	4	10	Px <sup>4</sup>	M	F
Walsh, William I.	149 8th st., Troy, N. Y.	91	S	10	60eq	2	...	Px	Je	P
Weed, Floyd A.	Catskill, N. Y.	88	S	08	60x	4	12	Fx	M	P
Whitehead, Ira C.	287 Lark st., Albany, N. Y.	86	S	08	60pq	4	12	Fx	M	P
Whittemore, Cecil C.	294 Madison av., Albany, N. Y.	77	S	10	60pq	2	...	Px	Je	P
Wilson, Fred D.	Downsville, N. Y.	91	S	10	60x	2	...	Px	Je	P
College of Physicians and Surgeons, New York										
Adler, Herbert	207 E. 15th st., N. Y. C.	92	S	10	60eq	2	...	Px	Je	P
Agan, William B.	Mary Immaculate Hosp., Jamaica, N. Y.	87	S	07	60x	5	12	Ex	Je	P
Alexander, Harry L.	801 West End av., N. Y. C.	87	O	10	60eq	2	...	Px	Je	P
Armstrong, Donald B.	41 S. 2d st., Easton, Pa.	86	S	08	60eq	4	12	Fx	Je	P
Aschner, Paul W.	111 Clark st., Brooklyn, N. Y.	89	S	08	60eq	4	12	Fx	Je	P
Babcock, James W. 2d.	202 W. 103d st., N. Y. C.	88	O	09	60eq	2	...	Px	S	P
Baker, Elmer W.	76 Hardenbrook av., Jamaica, N. Y.	87	S	08	60eq	4	12	Fx	Je	P
Barrett, Paul S.	123 Beach st., Richmond Hill, N. Y.	89	S	08	60eq	4	12	Fx	Je	P
Beckwith, Edgar W.	661 W. 180th st., N. Y. C.	88	O	09	60eq	2	...	Px	Je	P
Benson, Arthur W.	Norwegian Hosp., Brooklyn, N. Y.	87	O	09	60eq	2	...	Px	Je	P
Bisch, Louis E.	Manhattan State Hosp., N. Y. C.	85	S	07	60eq	4	11	Ex <sup>2</sup>	Je	P
Bishop, Frank W.	202 W. 103d st., N. Y. C.	87	S	08	60eq	4	12	Fx	Je	P
Bleier, Edward	915 Prospect av., N. Y. C.	89	S	08	60eq	4	12	Fx	Je	P
Blum, Julius	Mt Sinai Hosp., N. Y. C.	85	S	06	60eq	4	10	Ex	Je	P
Boas, Ernest P.	Grantwood, N. J.	91	S	10	60eq	2	...	Px	Je	P
Bortone, Frank.	Wellington av., West Orange, N. J.	89	S	08	60eq	4	12	Fx	M	P
Brown, R. Mark.	Post-Graduate Hosp., N. Y. C.	86	S	07	60eq	4	11	Ex	Je	P
Cady, Lyndon B.	315 W. 89th st., N. Y. C.	89	S	10	60eq	2	...	Px	Je	P
Carlisle, John H.	Pennington av., Passaic, N. J.	87	S	09	60eq	2	...	Px	S	P
Carr, Frank C.	917 Boulevard, Bayonne, N. J.	87	S	09	60eq	2	...	Px	S	P
Cassasa, Charles S. B.	419 W. 147th st., N. Y. C.	85	S	08	60eq	4	12	Fx	Je	P
Chilian, Stephen A.	1238 Third av., N. Y. C.	84	S	07	60eq	4	11	Ex <sup>2</sup>	S	P
Cobb, Walter F.	236 Park st., Attleboro, Mass.	83	O	07	60eq	4	11	Ex	M	P
Cohen, Harold A.	200 W. 111th st., N. Y. C.	86	S	06	60eq	4	10	Ex	F	P
		84	S	07	60eq	4	11	Fx <sup>4</sup>	Je	P
Comstock, Carl R.	540 Broadway, Saratoga, N. Y.	86	S	08	60eq	4	12	Ex <sup>2</sup>	Je	P
Conkey, Ogden F.	Canton, N. Y.	86	S	08	60x	4	12	Px	Je	P
Cutler, Condict W., jr.	135 W. 76th st., N. Y. C.	88	S	08	60eq	4	12	Fx	Je	P
Davin, Edward J.	117 W. 76th st., N. Y. C.	89	S	08	60eq	4	12	Fx	Je	P
		88	S	10	60eq	2	...	Px	Je	P
Donnelly, Joseph E.	2790 Marion av., N. Y. C.	82	S	06	60eq	4	10	Ex	F	P
Donovan, Timothy F.	74 Prospect av., Buffalo, N. Y.	81	S	05	60eq	4	09	Ex	F	P
Dowd, Herman L.	231 W. 69th st., N. Y. C.	87	S	09	60eq	2	...	Px	S	P
Duboff, William S.	708 DeKalb av., Brooklyn, N. Y.	90	S	08	60x	4	12	Px	Je	P
Dupin, Eugene A.	1129 Fox st., N. Y. C.	81	O	06	60x	4	10	Ex <sup>2</sup>	S	P
Eaton, Henry D.	Manhattan State Hosp., N. Y. C.	86	O	07	60eq	4	11	Ex	S	P
Eisler, Samuel.	20 W. 115th st., N. Y. C.	89	O	07	60eq	4	11	Ex <sup>2</sup>	S	P
Feinberg, Moses M.	23 W. 112th st., N. Y. C.	88	S	09	60eq	2	...	Px	S	P
		90	S	08	60pq	4	12	Fx	Je	P
Franklin, Isador H.	193 Palisade av., Jersey City, N. J.	90	S	08	60eq	4	12	Fx	Je	P
Gitlow, Samuel.	104 E. 109th st., N. Y. C.	89	S	08	60pq	4	12	Fx	Je	P
Goldberg, Victor.	2968 Briggs av., N. Y. C.	84	S	06	60eq	4	10	Ex	F	P
Grace, Roderick V.	Presbyterian Hosp., N. Y. C.	85	S	07	60eq	4	11	Fx	F	P
Grattan, James F.	1210 Tinton av., N. Y. C.	89	S	09	60eq	2	...	Px	S	P
		83	O	05	60eq	4	11	Ex <sup>3</sup>	Je	P
Haller, David A.	437 W. 59th st., N. Y. C.	88	S	09	60eq	2	...	Px	S	P
Halpern, Theodore.	1952 Amsterdam av., N. Y. C.	86	S	08	60eq	4	12	Fx	Je	P
Hays, Leslie S.	Clinton, S. C.	88	S	09	60eq	2	...	Px	S	P
Helgeson, Karl A.	701 W. 179th st., N. Y. C.	79	S	99	60eq	4	03	Ex <sup>2</sup>	M	P
Hewitt, Ralph H.	286 Huntingdon st., New London, Conn.	82	S	05	60eq	4	09	Ex	S	P
Hill, James F.	214 W. 110th st., N. Y. C.	89	S	07	60eq	4	11	Ex <sup>2</sup>	S	P
		84	S	07	60eq	5	12	Ex	Je	P

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			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
College of Physicians and Surgeons, New York (continued)									
Horn, James F.	Flanders, N. J.	80	O 07	60eq	4	11	Ex <sup>2</sup>	M	P
Howe, Harmon G.	137 High st., Hartford, Conn.	50	O 71	.....	2	75	ID	Je	.....
Iskowitz, Henry	59 W. 38th st., N. Y. C.	84	O 01	60x	4	05	Ex	Je	.....
Jennings, Francis B.	Brooklyn Hosp., Brooklyn, N. Y.	85	O 08	60eq	4	12	Fx	Je	.....
Kantor, John L.	386 E. 143d st., N. Y. C.	90	O 08	60eq	4	12	Fx	Je	.....
Katz, Sydney M.	1613 Pitkin av., Brooklyn, N. Y.	91	O 08	60x	2	.....	Fx	Je	.....
Knapp, Charles W.	36 W. 55th st., N. Y. C.	85	O 08	60x	4	12	Ex	Je	.....
Kohn, Albert	122 E. 58th st., N. Y. C.	60	O 88	.....	3	91	Ct	M	.....
Kunstler, Monroe B.	204 W. 136th st., N. Y. C.	89	O 09	60eq	2	.....	Fx	.....	P
LeBoutillier, William G.	280 Broadway, N. Y. C.	59	O 80	.....	3	83	Ct	N	.....
Lewis, Fred R.	General Hosp., Rochester, N. Y.	81	O 07	60eq	4	11	Ex	F	.....
Liss, Irving E.	1202 Fulton av., N. Y. C.	89	O 08	60eq	4	12	Fx	Je	.....
Lowens, Harry	243 E. 13th st., N. Y. C.	83	O 09	60pd	2	.....	Fx	.....	.....
McAlpin, Kenneth R.	St Luke's Hosp., N. Y. C.	82	O 06	60eq	4	10	Fx	F	.....
MacKenzie, George M.	Dobbs Ferry, N. Y.	85	O 09	60eq	2	.....	Fx	.....	.....
Manheims, Perry J.	484 St Nicholas av., N. Y. C.	89	O 08	60eq	4	12	Fx	Je	.....
Moore, Francis W.	767 E. Pkway, Brooklyn, N. Y.	87	O 09	60eq	3	.....	Fx	.....	.....
Mount, Frank R.	St Luke's Hosp., N. Y. C.	88	O 08	60eq	4	12	Ex	Je	.....
Nammack, Charles H.	42 E. 29th st., N. Y. C.	88	O 08	60eq	4	12	Fx	Je	.....
Nilson, Siegfried J.	Columbia Univ., N. Y. C.	83	O 08	60x	4	12	Fx	Je	.....
O'Connor, Joseph A.	Lake Ronkonkoma, Long Is., N. Y.	88	O 07	60eq	4	11	Ex	Je	.....
O'Leary, John G.	Canandaigua, N. Y.	73	O 09	60eq	2	.....	Fx	.....	.....
O'Reilly, James A.	18 E. 131st st., N. Y. C.	87	O 08	60pd	4	12	Fx	Je	.....
Parsons, William B., jr	35 E. 50th st., N. Y. C.	88	O 10	60eq	2	.....	Fx	.....	.....
Peters, Andrew, jr	291 Hancock st., Brooklyn, N. Y.	90	O 10	60eq	2	.....	Fx	.....	.....
Peters, John P., jr	227 W. 99th st., N. Y. C.	97	O 09	60eq	2	.....	Fx	.....	.....
Philips, Herman B.	1632 Madison av., N. Y. C.	86	O 09	60eq	2	.....	Fx	.....	.....
Pickhardt, Otto C.	1042 Madison av., N. Y. C.	87	O 08	60eq	4	12	Ex	Je	.....
Ravich, Abraham	Jewish Hosp., Brooklyn, N. Y.	78	O 08	60eq	4	12	Ex <sup>2</sup>	Je	.....
Rosenzweig, Samuel B.	1823 Topping av., N. Y. C.	91	O 08	60eq	4	12	Ex	Je	.....
Rothschild, Marcus A.	Mt Sinai Hosp., N. Y. C.	82	O 07	60eq	4	11	Ex	Je	.....
Sassulsky, Isidor J.	312 Hopkinson av., B'klyn, N. Y.	91	O 09	60x	2	.....	Fx	.....	.....
Schwartz, Alfred A.	584 Broome st., N. Y. C.	91	O 08	60eq	4	12	Fx	Je	.....
Schwerd, Frederick M.	Huguenot Park, S. I., N. Y.	92	O 09	60eq	2	.....	Fx	.....	.....
Shlimbun, Solomon	169 E. 75th st., N. Y. C.	91	O 08	60pd	2	.....	Fx	.....	.....
Simon, Morris L.	206 Main av., Passaic, N. J.	90	O 08	60eq	4	12	Px <sup>2</sup>	Je	.....
Sinclair, Donald B.	471 Park av., N. Y. C.	89	O 10	60eq	2	.....	Px	Je	.....
Smale, William P., jr	470 W. 146th st., N. Y. C.	88	O 10	60eq	2	.....	Px	Je	.....
Smith, Martin D.	43 E. 25th st., N. Y. C.	88	O 08	60eq	4	12	Fx	Je	.....
Smith, Thayer A.	346 W. 57th st., N. Y. C.	89	O 10	60eq	2	.....	Px	Je	.....
Spencer, Henry J.	1124 Amsterdam av., N. Y. C.	84	O 06	60eq	2	.....	Px	.....	P
Stevenson, Clinton	1229 Lexington av., N. Y. C.	65	O 86	.....	3	89	Ct	A	.....
Stillman, Ernest G.	9 E. 72d st., N. Y. C.	84	O 09	60eq	2	.....	Px	.....	P
Sullo, Nicholas A.	686 Ebel av., N. Y. C.	88	O 07	60eq	4	11	Ex	.....	P
Titus, Norman E.	127 W. 11th st., N. Y. C.	89	O 10	60eq	2	.....	Px	Je	.....
Unger, Lester J.	40 W. 128th st., N. Y. C.	88	O 09	60eq	2	.....	Px	.....	P
Van Kleek, Euen	St Luke's Hosp., N. Y. C.	89	O 08	60eq	4	12	Fx	Je	.....
Vermilye, Herbert N.	471 Park av., N. Y. C.	87	O 10	60eq	2	.....	Px	.....	P
Ward, Mark H.	Riverside Hosp., No. Bros. Is., N. Y.	84	S 07	60eq	4	11	Fx	S	P
Weeks, Webb W.	46 E. 57th st., N. Y. C.	86	S 08	60eq	4	12	Ex	Je	.....
Whitman, Armitage	Roosevelt Hosp., N. Y. C.	87	S 08	60eq	4	12	Fx	Je	.....
Wildman, Henry V., jr	108 W. 94th st., N. Y. C.	89	S 08	60eq	4	12	Fx	Je	.....
Wright, William F.	55 W. 10th st., N. Y. C.	53	O 76	.....	3	79	Ct	Je	.....
Wiley, John H.	346 W. 57th st., N. Y. C.	85	S 08	60eq	4	12	Ex	.....	P

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			Matric- ulated	Counts	Years	Degree				
NEW YORK SCHOOLS (continued)										
Cornell University, Medical Department										
Barrows, David N.	63 E. 56th st., N. Y. C.	87	S	08	60eq	4	12	Fx	Je	P
Biran, James H.	Bellevue Hosp., N. Y. C.	80	O	06	60eq	4	10	Ex	S	P
Blauvelt, John H.	Matteawan State Hosp., Fishkill, N. Y.	89	S	07	60x	4	11	Ex	M	P
Brundage, Walter H.	Bellevue Hosp., N. Y. C.	88	S	06	60x	4	10	Fx	S	P
Bull, Harry G.	Reade pl., Poughkeepsie, N. Y.	85	S	07	60x	4	11	Fx	S	P
Bullen, Stearns S.	Infants' Summer Hosp., Charlotte, N. Y.	87	O	08	60x	4	12	Fx	Je	P
Donovan, Florence T.	Port Richmond, N. Y.	86	S	07	60eq	4	11	Fx	M	P
Doran, William G.	1421 Crotona av., N. Y. C.	86	O	07	60p	4	11	Fx	P	P
Dudley, Helen	123 Joralemon st., Brooklyn, N. Y.	86	O	07	60eq	4	11	Fx	S	P
Eddy, Nathan B.	Lincoln Hosp., N. Y. C.	90	S	07	60eq	4	11	Fx	S	P
Genovese, Serafino	416 E. 11th st., N. Y. C.	87	S	07	60p	4	11	Ex	S	P
Golding, Harold H.	200 Union av., Peekskill, N. Y.	87	S	07	60p	4	11	Fx	S	P
Hallstead, Walter G.	St Mary's Hosp., Jamaica, N. Y.	87	S	07	60eq	4	11	Ex	Je	P
Ingersoll, Edwin S.	347 Monroe av., Rochester, N. Y.	86	S	08	60eq	4	12	Fx	Je	P
Lechman, Helena G.	Erie Co. Hosp., Buffalo, N. Y.	87	S	08	60eq	4	12	Fx	Je	P
Levy, Albert L.	35 W. 113th st., N. Y. C.	89	S	07	60p	4	11	Ex <sup>2</sup>	Je	P
Levy, Saul M.	93 Orchard st., N. Y. C.	86	O	06	60eq	4	10	Ex	Je	P
Lowell, Walter W.	Brooklyn German Hosp., Brooklyn, N. Y.	90	S	06	60x	4	11	Ex	S	P
Martin, Mabel A.	157 Robinson st., Binghamton, N. Y.	81	S	07	60p	4	12	Fx	Je	P
Mead, Theodore F.	600 W. 144th st., N. Y. C.	85	O	07	60x	5	12	Fx	Je	P
Mueller, Carl H., jr.	German Hosp., Brooklyn, N. Y.	89	S	07	60eq	4	11	Fx <sup>2</sup>	Je	P
Muller, Henry R.	1170 Forest av., N. Y. C.	87	S	08	60eq	3	...	Px	Je	P
Payne, George C.	Hudson River State Hosp., Pough- keepsie, N. Y.	87	S	07	60eq	5	12	Ex	Je	P
Rockman, Jacob	419 Sutter av., Brooklyn, N. Y.	86	S	06	60eq	4	11	Ex	Je	P
Smith, Maurice I.	2473 8th av., N. Y. C.	87	S	09	60eq	2	...	Px	S	P
Smith, Sidney D.	1126 E. Main st., Rochester, N. Y.	84	O	06	60x	4	10	Ex <sup>2</sup>	Je	P
Stimson, Philip M.	159 W. 86th st., N. Y. C.	88	S	10	60eq	2	...	Px	Je	P
Sweet, Earl V.	Phoenix, N. Y.	79	S	03	60eq	4	10	Ex	Je	P
Tierney, John D.	1276 Clay av., N. Y. C.	89	S	06	60p	4	11	Fx	S	P
Waters, Chester H.	8 W. 16th st., N. Y. C.	84	O	08	60eq	4	12	Fx	Je	H
Eclectic Medical College of the City of New York										
Catoggio, Philip J.	39 King st., N. Y. C.	87	S	07	60eq	4	11	Ex <sup>2</sup>	M	P
Crispell, Clifford A.	Flower Hosp., N. Y. C.	84	O	04	60x	4	10	Ex <sup>4</sup>	Je	P
Glenn, Grover C.	State College, Pa.	89	S	08	60x	4	12	Fx	Je	P
		86	S	08	60eq	4	12	Fx	M	P
		76	D	96	30x	5	11	Fx <sup>7</sup>	M	P
		82	O	08	60x	4	...	Px <sup>2</sup>	Je	P
Lewin, Samuel A.	2311 Crotona av., N. Y. C.	77	S	08	60x	4	12	Fx <sup>2</sup>	Je	P
Liebstein, Abraham M.	63 Montgomery st., N. Y. C.	79	S	08	60x	4	12	Fx <sup>2</sup>	Je	P
Marr, Ernest C.	245 W. 55th st., N. Y. C.	89	S	09	60x	2	...	Px <sup>2</sup>	Je	P
Nurse, H. A. Godfrey	230 W. 63d st., N. Y. C.	88	S	10	60p	2	...	Px	Je	P
Prout, Edgar B.	13 Hotchkiss st., Middletown, Conn.	89	S	08	60eq	4	12	Fx	Je	P
		78	S	04	60x	5	10	Fx <sup>4</sup>	Je	P
Steinberg, Henry	226 E. 10th st., N. Y. C.	77	S	08	60p	4	12	Fx	Je	P
Fordham University, School of Medicine, New York City										
Binderman, Nahum	275 E. Broadway, N. Y. C.	84	S	08	60x	4	12	Fx	Je	P
Bles, Charles D.	364 W. 35th st., N. Y. C.	78	S	07	60x	4	11	Ex <sup>2</sup>	S	P
		89	S	09	60x	2	...	Px	S	P
Cohen, Harry D.	1 E. 119th st., N. Y. C.	84	S	07	60x	4	11	Ex <sup>2</sup>	S	P
Donovan, James C.	557 Pelham av., N. Y. C.	88	S	07	60x	3	...	Px	S	P
Driscoll, Arthur S.	St Vincent's Hosp., W. N. Brighton, S. I.	87	S	07	60p	4	11	Ex	S	P
Duffy, George V.	211 W. 121st st., N. Y. C.	85	S	08	60eq	4	12	Fx	Je	P
Gallon, Thomas J.	205 E. 85th st., N. Y. C.	80	S	06	60eq	4	10	Ex <sup>2</sup>	Je	P
Hart, Henry G.	643 E. 224th st., N. Y. C.	81	S	07	60x	4	12	Fx	Je	P
		84	O	02	60p	4	12	Ex <sup>2</sup>	Je	P

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NEW YORK SCHOOLS (continued)										
Fordham University, School of Medicine, New York City (continued)										
Lesser, Meyer L.	59 Avenue D., N. Y. C.	91	S	10	60eq	2	..	Px	Je	P
Monk, Louis	2322 Second av., N. Y. C.	85	O	05	60x	4	11	Ex <sup>2</sup>	F	P
O'Connor, Eugene T.	Irrington-on-Hudson, N. Y.	76	S	07	60x	4	11	Fx <sup>2</sup>	F	P
		80	S	10	60eq	2	..	Px	Je	P
		75	S	10	60eq	2	..	Px	Je	P
Reid, John J., jr.	853 Lexington av., N. Y. C.	87	S	06	60pq	5	11	Px	Je	P
Ryan, Thomas J.	408 W. 53d st., N. Y. C.	86	S	10	60eq	2	..	Px	Je	P
		87	S	07	60eq	4	12	Ex	Je	P
		78	S	08	60eq	3	..	Px	Je	P
		93	S	10	60x	2	..	Px	Je	P
Spies, Edwin A.	2674 Marion av., N. Y. C.	87	S	06	60eq	4	10	Ex	Je	P
Sullivan, Edmund B.	33 S. 10th av., Mt Vernon, N. Y.	88	S	10	60x	2	..	Ex	Je	P
		81	S	10	60pq	2	..	Px	Je	P
Uran, Arthur W.	2337 Harold st., Philadelphia, Pa.	91	S	08	60eq	4	12	Fx	Je	P
Wildman, Arthur	St Mark's Hosp., N. Y. C.	87	S	08	60eq	2	..	Px	Je	P
Wood, Alfred E.	122 W. 167th st., N. Y. C.	90	S	07	60pq	4	12	Fx	Je	P
		84	S	04	60pq	4	11	Fx <sup>2</sup>	F	P
Long Island College Hospital, Brooklyn										
Abrams, Marc V.	1758 Madison av., N. Y. C.	90	S	09	60x	2	..	Px	Je	P
Amster, Joseph S.	331 E. 77th st., N. Y. C.	85	O	05	60x	4	11	Ex <sup>2</sup>	F	P
Ball, George	510 Sutter av., Brooklyn, N. Y.	84	O	08	60x	4	12	Px	Je	P
		87	S	07	60pq	2	..	Px	Je	P
Barash, David H.	179 Forsyth st., N. Y. C.	87	S	07	60eq	4	11	Ex	Je	P
Barenberg, Louis	82 Throop av., Brooklyn, N. Y.	85	O	09	60x	2	..	Px	Je	P
Bartley, Samuel P.	65 S. Portland av., Brooklyn, N. Y.	90	S	10	60eq	2	..	Px	Je	P
		84	O	07	60x	4	12	Ex <sup>2</sup>	Je	P
Berlin, Louis	533 16th st., Brooklyn, N. Y.	87	O	07	60eq	4	11	Ex <sup>2</sup>	Je	P
Bevan, Frank J.	5 Rutgers pl., Passaic, N. J.	76	S	02	60eq	4	11	Ex	Je	P
Billelo, Casper	Bayonne Hosp., Bayonne, N. J.	87	S	07	60pq	4	11	Ex	Je	P
Blumenfeld, Samuel	120 Cannon st., N. Y. C.	87	S	06	60pq	4	11	Fx <sup>2</sup>	Je	P
Blumenthal, Samuel J.	118 Harrison av., Brooklyn, N. Y.	92	O	09	60x	2	..	Px	Je	P
Bourke, Victor G.	25 Moffat st., Brooklyn, N. Y.	87	S	07	60eq	4	11	Ex	Je	P
Brager, Louis	774 Hewitt pl., N. Y. C.	85	O	07	60x	4	12	Fx	Je	P
Bullwinkel, Arnold H.	504 Greene av., Brooklyn, N. Y.	88	O	08	60x	2	..	Px	Je	P
Cestare, Anthony	294 5th st., Brooklyn, N. Y.	88	O	07	60pq	4	11	Fx	Je	P
		86	O	05	60pq	5	10	Px <sup>2</sup>	M	P
		89	S	09	60pq	3	..	Px	Je	P
Crasson, Louis F.	158 E. 81st st., N. Y. C.	86	S	06	60pq	4	11	Ex	Je	P
Damrau, Frederick	163A Halsey st., Brooklyn, N. Y.	92	S	09	60x	3	..	Px	Je	P
		90	O	10	60pq	2	..	Px	Je	P
		83	O	05	60eq	4	12	Ex <sup>2</sup>	M	P
Dilberger, Henry J.	7315 10th av., Brooklyn, N. Y.	72	O	07	60x	4	11	Fx <sup>2</sup>	M	P
Donaldson, Blake F.	158 McDonough st., B'dyn, N. Y.	92	O	09	60pq	2	..	Px	F	P
Drescher, William F.	289 11th st., Brooklyn, N. Y.	85	S	07	60pq	5	12	Px <sup>2</sup>	Je	P
Ducat, Reginald	45 W. 11th st., N. Y. C.	84	S	07	60eq	5	12	Ex	Je	P
Eckert, Meyer M.	19 E. 112th st., N. Y. C.	88	O	07	60pq	4	11	Ex	Je	P
Egan, Wilfred V.	572 Henry st., Brooklyn, N. Y.	92	O	10	60pq	2	..	Px	Je	P
Engl, Robert	331 116th st., N. Y. C.	89	O	07	60pq	4	11	Fx <sup>4</sup>	Je	P
		89	O	09	60pq	2	..	Px	Je	P
Falk, Emanuel	Hackensack Hosp., Hackensack, N. J.	83	S	07	60x	4	11	Fx <sup>2</sup>	F	P
Fisher, Louis	318 Pennsylvania av., Brooklyn, N. Y.	89	S	07	60eq	4	11	Fx	Je	P
		87	O	07	60pq	4	11	Fx	F	P
Fraser, Edward D., jr.	149 Keap st., Brooklyn, N. Y.	87	O	07	60pq	4	11	Fx	F	P
Freiberger, Moses	264 Penn st., Brooklyn, N. Y.	88	S	09	60pq	2	..	Px	S	P
Friedland, Simon	489 Sixth av., Brooklyn, N. Y.	82	S	09	60x	2	..	Px	S	P
Friedman, Peter H.	962 Whitlock av., N. Y. C.	82	O	07	60pq	4	11	Fx	Je	P
Gelber, Charles N.	743 5th st., N. Y. C.	91	O	09	60pq	2	..	Px	Je	P
Gildersleeve, Donald M.	L. I. Col. Hosp., Brooklyn, N. Y.	89	O	08	60eq	4	12	Fx	Je	P
Gilmartin, Howard A.	570 Leonard st., Brooklyn, N. Y.	86	O	05	60x	4	09	Ex <sup>2</sup>	S	P
Goldfeder, Philip	567 Gates av., Brooklyn, N. Y.	91	O	10	60x	2	..	Px	Je	P

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NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
Long Island College Hospital, Brooklyn (continued)									
Gordon, Israel.....	39 Osborne st., Brooklyn, N. Y.....	80	O 07	60pq	4	II	Px	Je	P
Gordon, Onslow A., jr.....	71 Halsey st., Brooklyn, N. Y.....	87	O 07	60eq	4	II	Fx	Je	P
Graboff, Felix.....	48 Maiden Lane, N. Y. C.....	80	O 07	60pq	4	II	Fx	Je	P
.....	.....	82	O 03	60eq	5	08	Ex <sup>7</sup>	Me	P
Hall, Ralph W.....	415 Avenue I, Brooklyn, N. Y.....	83	O 07	60eq	4	II	Ex <sup>2</sup>	Je	P
Handleman, William M.....	1474 Webster av., N. Y. C.....	90	O 07	60pq	4	II	Fx	Je	P
Harris, Albert.....	105 Belmont av., Brooklyn, N. Y.....	77	O 07	60pq	4½	12	Fx	Je	P
Harris, Augustus L.....	475 Greene av., Brooklyn, N. Y.....	90	O 10	60pq	2	.....	Fx	Je	P
Hirsch, Nathan.....	104 Meserole st., Brooklyn, N. Y.....	90	O 09	60pq	2	.....	Fx	Je	P
.....	.....	79	O 07	60x	4	II	Fx <sup>4</sup>	Je	P
Housepian, Moses M.....	594 Rogers av., Brooklyn, N. Y.....	76	S 01	45eq	4	05	Fx	Je	P
.....	.....	89	O 07	60pq	4	12	Fx <sup>2</sup>	Je	P
Katz, Joseph.....	102 Williams av., Brooklyn, N. Y.....	85	S 09	60x	2	.....	Fx	Je	P
.....	.....	85	O 07	60eq	4	II	Ex	Je	P
Knight, Edward H.....	502 W. 145th st., N. Y. C.....	50	O 78	.....	4	82	Ot	A	.....
Knips, Emil J.....	1126 Greene av., Brooklyn, N. Y.....	77	O 07	60x	4	II	Px	Me	P
Koenig, Charles.....	240 Hunsdale st., Brooklyn, N. Y.....	92	S 10	60pq	2	.....	Px	Je	P
Kosovsky, Joseph.....	215 Eldndge st., N. Y. C.....	87	O 06	60x	4	II	Px	Je	P
Koster, Harry.....	18 Schaeffer st., Brooklyn, N. Y.....	83	O 10	60pq	2	.....	Px	Je	P
Krauss, John G.....	121 6th st., Elmhurst, N. Y.....	90	S 08	60pq	2	.....	Px	Je	P
Kriete, William J.....	406 Berry st., Brooklyn, N. Y.....	86	S 06	60pq	5	II	Ex	Je	P
Last, David.....	50 Montrose av., Brooklyn, N. Y.....	77	O 09	60x	2	.....	Px	Je	P
Leavy, Isadore.....	571 W. 139th st., N. Y. C.....	89	S 07	60pq	4	II	Ex	Je	P
Lesser, Leon E.....	138 Jefferson av., Brooklyn, N. Y.....	89	S 07	60pq	4	II	Ex	Je	P
Levbar, John J.....	305 Tompkins av., Brooklyn, N. Y.....	91	O 09	60x	2	.....	Px	Je	P
Mantel, Harry H.....	236 Boerum st., Brooklyn, N. Y.....	88	S 07	60pq	4	II	Ex	Je	P
Marinz, Jacob M.....	271 Broome st., N. Y. C.....	87	O 07	60pq	4	II	Ex <sup>2</sup>	Je	P
Marcus, Harry.....	283 Sackman st., Brooklyn, N. Y.....	88	S 07	60pq	4	II	Ex	Je	P
Marton, Louis.....	Harlem Hosp., N. Y. C.....	88	O 06	60pq	4	10	Ex <sup>2</sup>	M	P
Menger, Louis C.....	430 Pulaski st., Brooklyn, N. Y.....	87	O 06	60pq	4	10	Fx	Je	P
Nadel, Benjamin.....	7 Hester st., N. Y. C.....	86	O 08	60x	4	12	Px	Je	P
Nagin, William.....	123 Boerum st., Brooklyn, N. Y.....	84	O 09	60x	2	.....	Px	Je	P
.....	.....	86	O 07	60x	3	.....	Px <sup>2</sup>	Je	P
O'Leary, Cornelius A.....	28 Berkeley pl., Brooklyn, N. Y.....	84	O 04	60eq	4	08	Fx	Je	P
Parker, Douglas B.....	154 Clinton st., Brooklyn, N. Y.....	90	O 08	60pq	4	12	Px	Je	P
Parnass, Samuel.....	2162 Fulton st., Brooklyn, N. Y.....	88	O 07	60pq	4	II	Fx	Je	P
Pearlman, Louis M.....	222 E. Broadway, N. Y. C.....	75	O 05	60x	4	II	Ex <sup>2</sup>	Je	P
Perlberg, Henry J.....	208 Bay View av., Jersey City, N. J.....	89	O 07	60eq	5	II	Fx	Je	P
.....	.....	87	S 06	60pq	2	.....	Px <sup>2</sup>	Je	P
Polisar, Joseph.....	313 Sutter av., Brooklyn, N. Y.....	82	O 08	60pq	4	12	Px	Je	P
.....	.....	83	O 07	60pq	4	12	Ex	Je	P
Ralph, Samuel.....	967 Sutter av., Brooklyn, N. Y.....	86	S 09	60x	2	.....	Px	Je	P
Rappaport, Barneth J.....	113 Harrison av., Brooklyn, N. Y.....	87	O 04	60pq	4	10	Ex <sup>2</sup>	Je	P
Reid, Thomas M., jr.....	689 Herkimer st., Brooklyn, N. Y.....	88	O 07	60pq	4	II	Ex <sup>2</sup>	Je	P
Reinhard, Samuel.....	General Hosp., Utica, N. Y.....	84	O 07	60x	4	II	Ex <sup>2</sup>	M	P
Robinson, Morris.....	82 Belmont av., Brooklyn, N. Y.....	83	O 08	60x	4	12	Px	Je	P
Rooahan, James F.....	Saratoga Springs, N. Y.....	88	S 07	60x	4	12	Fx	Je	P
Rosen, Leo.....	914 Longwood av., N. Y. C.....	80	O 08	60x	2	.....	Px	Je	P
.....	.....	76	S 05	60x	4	09	Fx	Je	P
Rubin, Herman.....	Coney Island Hosp., Brooklyn, N. Y.....	87	O 06	60x	4	10	Fx	Je	P
Salzer, Benjamin.....	3 Cornaga av., Far Rockaway, N. Y.....	82	S 05	60pq	4	10	Ex <sup>2</sup>	Je	P
.....	.....	80	O 04	60eq	4	II	Ex <sup>4</sup>	Je	P
Schneider, Jacob.....	102 Christopher av., Brooklyn, N. Y.....	90	S 09	60pq	2	.....	Px	Je	P
Schneider, Solomon.....	133 Oshorn st., Brooklyn, N. Y.....	92	O 10	60pq	2	.....	Px	Je	P
Schwartz, Jacob.....	106 S. 3d st., Brooklyn, N. Y.....	84	O 07	60x	4	II	Px	Je	P
.....	.....	85	O 06	60pq	2	.....	Px	Je	P
Sherman, Morris M.....	550 E. 5th st., N. Y. C.....	88	O 07	60eq	4	II	Ex	Je	P
Shulman, Isidor.....	62 Stuyvesant av., Brooklyn, N. Y.....	85	S 07	60x	4	12	Px	Je	P
Siomka, Sol.....	69 Norfolk st., N. Y. C.....	86	O 08	60x	4	12	Px	Je	P
Slote, Louis.....	75 McKibben st., Brooklyn, N. Y.....	92	S 09	60eq	2	.....	Px	Je	P
Smith, Joseph W., jr.....	685 St Mark's av., Brooklyn, N. Y.....	90	O 09	60x	2	.....	Px	Je	P

a Completed prior to August 1, 1896.

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			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
Long Island College Hospital, Brooklyn (concluded)									
Soifer, Samuel	218 E. 6th st., N. Y. C.	83	O	07	60pq	4	II	Fx	F
Squire, Frederick D.	1075 Lincoln pl., Brooklyn, N. Y.	88	O	07	60x	4	II	Ex <sup>2</sup>	F
Stern, Wilhelm E.	429 Bainbridge st., Brooklyn, N. Y.	84	O	05	60eq	4	09	Ex <sup>2</sup>	F
Sussman, Jacob J.	Samaritan Hosp., Brooklyn, N. Y.	83	O	07	60pq	4	II	Ex <sup>2</sup>	M
Toozan, Harry M.	243 Meserole st., Brooklyn, N. Y.	83	O	07	60x	4	II	Fx	F
Trux, Samuel L.	Swedish Hosp., Brooklyn, N. Y.	87	S	07	60eq	4	II	Fx	F
Turkus, Edward N.	1214 Eighth av., Brooklyn, N. Y.	90	O	09	60eq	2	....	Fx	F
Urdang, Jacob	64 McKibben st., Brooklyn, N. Y.	89	O	07	60pq	4	II	Fx	F
Vause, Frank C.	128 Willoughby av., B'klyn, N. Y.	79	O	06	60x	4	10	Ex <sup>2</sup>	F
Volet, Simon	1739 Pitkin av., Brooklyn, N. Y.	80	S	09	60x	2	....	Fx	F
VonDeylen, George D.	336 E. 32d st., Brooklyn, N. Y.	91	O	09	60pq	2	....	Fx	F
Wallach, Joseph I.	167 W. Houston st., N. Y. C.	88	S	07	60pq	4	II	Fx	F
Wemmell, Alexander A., jr.	1957 Boulevard, Jersey City, N. J.	88	O	07	60pq	4	12	Fx	Je
Winter, George E.	St John's Hosp., Brooklyn, N. Y.	84	S	05	60pq	4	II	Fx	M
New York Homeopathic Medical College and Flower Hospital									
Bolton, Plynm M.	West Burke, Vt.	90	O	10	60eq	2	....	Fx	F
Broadhead, William F.	272 W. 119th st., N. Y. C.	88	O	07	60pq	4	II	Fx <sup>2</sup>	Je
Chase, Francis T.	137 Park av., Utica, N. Y.	85	O	10	60eq	2	....	Fx	Je
DePuy, Thomas L.	657 Park av., N. Y. C.	87	S	08	60eq	4	12	Fx	Je
Dessloch, John C.	192 First av., N. Y. C.	82	O	09	60eq	2	....	Fx	Se
Dickenson, Leslie A.	Homeopathic Hosp., Rochester, N. Y.	88	O	08	60x	4	II	Fx	Je
DuCret, Herbert S.	169 New York av., Brooklyn, N. Y.	88	O	08	60x	4	12	Fx	Je
Gore, Morris E.	433 Park av., Waverly, N. Y.	83	O	08	60x	4	12	Fx	Je
Honiss, John R.	16 Carteret st., Newark, N. J.	85	O	08	60eq	4	12	Ex <sup>2</sup>	Je
Ivins, A. Lowry	Flower Hosp., N. Y. C.	85	O	07	60eq	4	11	Fx	Je
Johnson, John A., jr.	314 N. 2d st., Olean, N. Y.	86	O	06	60pq	4	10	Fx <sup>2</sup>	Je
Mickley, Harold F.	204 Fall st., Seneca Falls, N. Y.	72	O	04	60x	4	10	Ex <sup>2</sup>	Je
Moody, Ray W.	Homeopathic Hosp., Rochester, N. Y.	90	O	08	60x	4	12	Ex	Je
Nash, Horace W.	115 E. Seneca st., Ithaca, N. Y.	89	O	08	60eq	4	12	Fx	Je
Pender, Harold L.	Mechanicville, N. Y.	61	O	82	....	2	84	Ct	Ja
Searle, Marcus F.	775 Washington av., Brooklyn, N. Y.	92	O	10	60pq	2	....	Fx	Se
Shaw, William F.	Hudson River Day Line, N. Y. C.	85	S	05	60x	5	II	Fx	Je
Williams, Calvin E.	Hahnemann Hosp., N. Y. C.	86	O	08	60eq	4	12	Fx	Je
Wood, William F.	Cumberland St. Hosp., Brooklyn, N. Y.	90	O	08	60x	4	12	Ex <sup>2</sup>	Je
New York Medical College									
Cooper, Sherman	2100 Mapes av., N. Y. C.	33	Ag	56	....	f2	57	1D	Je
New York Medical College and Hospital for Women									
Dickstein, Gertrude	50 E. 99th st., N. Y. C.	85	S	10	60pq	2	....	Fx	Je
Friedman, Mary	231 W. 141st st., N. Y. C.	88	S	07	60pq	4	II	Fx <sup>2</sup>	Je
Lewis, Alice B.	Campbell Hall, N. Y. C.	91	S	10	60x	2	....	Fx	Je
Maeder, Cornelia L.	123 W. 121st st., N. Y. C.	89	S	10	60eq	2	....	Fx	Je
Marmor, Nellie	137 Ninth av., N. Y. C.	71	O	94	60eq	6	10	Ex <sup>2</sup>	Je
Marten, Maud L.	84 N. Arlington av., East Orange, N. J.	91	S	10	60pq	2	....	Fx	Je
Regan, Catherine	127 W. 121st st., N. Y. C.	79	S	08	60eq	4	12	Fx	Je
		67	O	02	645eq	2	....	Fx	Je
		85	S	07	60eq	4	12	Fx	Je
		85	O	07	60pq	4	II	Ex	Je

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			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			Average
NEW YORK SCHOOLS (continued)									
Syracuse University, Medical Department									
Benton, Fred G.....	Berkshire, N. Y.....	86	O 08	60x	4	12	Fx	Je	P
Boudreau, Eugene M....	Manhattan State Hosp., N. Y. C....	85	O 08	60eq	4	12	Fx	Je	P
Cave, Linus S.....	Cold Brook, N. Y.....	88	O 08	60x	4	12	Fx	Je	P
Crasson, Rose J.....	Westchester Co. Hosp., East View, N. Y.....	88	O 06	60x	4	11	Fx	S	P
Domser, Benjamin N....	Willard Parker Hosp., New York....	76	O 06	60p4	4	10	Ex <sup>3</sup>	F	P
Fessenden, Clarence L....	620 S. Warren st., Syracuse, N. Y....	88	O 06	60p4	4	10	Ex <sup>3</sup>	M	P
Gibbons, Rupert V.....	307 Arthur st., Syracuse, N. Y....	85	O 06	60eq	4	10	Ex <sup>3</sup>	Je	P
Gilmore, Harry L.....	514 S. Crouse av., Syracuse, N. Y....	86	O 08	60x	3	...	Px	F	P
		87	O 07	60eq	4	11	Fx <sup>3</sup>	M	P
Hale, Clara A.....	Women's & Children's Hosp., Syra- cuse, N. Y.....	90	O 08	60x	4	12	Fx	Je	P
Hammond, Eugene A....	Madison, N. Y.....	89	O 08	60x	2	...	Fx <sup>3</sup>	F	P
Hanchatt, Rubin C.....	767 Lincoln pl., Brooklyn, N. Y....	62	O 81	.....	3	84	Ct	O	...
		85	O 07	60p4	4	11	Ex	Je	P
		91	O 09	60p4	2	...	Fx <sup>3</sup>	Je	P
Hinman, Arthur F.....	St Joseph's Hosp., Syracuse, N. Y....	83	O 06	60x	4	10	Fx	F	P
Johnson, Raymond F....	6 Park pl., Auburn, N. Y.....	90	O 10	60eq	2	...	Px	Je	P
MacDowell, Edith A....	New England Hosp., Boston, Mass....	87	O 08	60eq	4	12	Fx	Je	P
		85	O 08	60p4	4	12	Px	Je	P
		82	O 08	60eq	3½	...	Px	M	P
Mitchell, Harold H.....	1001 Walnut av., Syracuse, N. Y....	88	O 10	60x	2	...	Px	Je	P
Moore, Roy S.....	State Hosp., Buffalo, N. Y.....	84	O 07	60eq	4	12	Fx	Je	P
Murphy, Bartholomew O.....	1312 S. State st., Syracuse, N. Y....	87	O 06	60x	4	10	Fx	F	P
Philo, Rae M.....	Alton, N. Y.....	88	O 08	60x	2	...	Px	S	P
Ransom, Loren P.....	St Joseph's Hosp., Syracuse, N. Y....	86	O 08	60x	4	12	Px	Je	P
Reed, George S.....	St Joseph's Hosp., Syracuse, N. Y....	84	O 07	60eq	4	11	Fx	F	P
Remmer, Harry T.....	Hosp. of Good Shepherd, Syracuse, N. Y.....	88	O 07	60x	4	11	Px	F	P
Retan, George M.....	Fonda, N. Y.....	89	O 08	60x	4	12	Fx	Je	P
Riegel, Margaretta R....	State Hosp., Kings Park, N. Y....	84	O 08	60eq	4	12	Fx	Je	P
Ryan, Frank E.....	R. F. D. 3, Cortland, N. Y.....	89	O 10	60x	2	...	Px	Je	P
Sisson, Lawrence B.....	421 S. Crouse av., Syracuse, N. Y....	89	O 08	60x	3	...	Px	M	P
		88	O 07	60x	4	11	Ex	S	P
Vermilyea, Sidney C....	514 S. Crouse av., Syracuse, N. Y....	87	O 08	60x	3	...	Px	F	P
Waldorf, Frank L.....	1214 W. Genesee st., Syracuse, N. Y....	87	O 06	60x	4	10	Fx	S	P
Wiles, Leslie L.....	126 E. 59th st., N. Y. C.....	90	O 07	60x	4	11	Fx	S	P
Wiley, Jason L.....	Cayuga, N. Y.....	84	O 08	60x	4	12	Fx	Je	P
Wooden, Warren.....	150 Lake av., Rochester, N. Y....	88	O 09	60eq	2	...	Px	F	P
Wright, George L.....	St Joseph's Hosp., Syracuse, N. Y....	86	O 07	60x	4	11	Px	Je	P
University and Bellevue Hospital Medical College, New York									
Adler, Charles.....	20 Mangin st., N. Y. C.....	75	O 08	60x	4	12	Fx	Je	P
Aisman, Alexander.....	316 Pulaski st., Brooklyn, N. Y....	90	O 08	60p4	4	12	Ex	Je	P
Appel, Samuel E.....	67 Livingston av., Yonkers, N. Y....	86	S 04	60x	4	11	Ex	M	P
Arthur, James B. M.....	758 West End av., N. Y. C.....	86	S 07	60eq	4	...	Px	Je	P
Atkinson, Martin G....	242 Washington st., Watertown, N. Y.....	60	S 82	.....	2	84	Ct	Ag	...
Auer, Charles.....	232 High av., Nyack, N. Y.....	91	S 08	60x	4	12	Fx	Je	P
Balson, Joseph C.....	47 Boston st., Newark, N. J.....	89	O 08	60p4	4	12	Fx	Je	P
berow, Alexander D....	233 Henry st., N. Y. C.....	68	90	.....	3	93	Ct	O	...
Bressler, Jacob.....	2140 Dean st., Brooklyn, N. Y....	87	S 08	60p4	4	12	Fx	Je	P
Brody, Samuel.....	1581 Madison av., N. Y. C.....	85	S 07	60x	4	12	Ex	Je	P
Brown, Leslie.....	165 E. 33d st., N. Y. C.....	88	S 08	60x	2	...	Px	S	P
Burdick, Carl M.....	City Hosp., Blackwells Is., N. Y. C.	85	O 08	60eq	4	12	Ex	Je	P
Cockle, Edward S.....	4 W. 92d st., N. Y. C.....	85	O 04	60x	4	09	Ex <sup>2</sup>	M	P
Condict, Woodhull L....	794 Montgomery st., Jersey City, N. J.....	91	S 10	60eq	2	...	Px	Je	P
		88	O 08	60eq	4	12	Ex	Je	P

<sup>b</sup> Degree from the University of the City of New York.



Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	
			Metric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
University and Bellevue Hospital Medical College, New York (continued)									
Cox, William W. ....	Montgomery, N. Y. ....	87	S 10	60x	2	....	Px	Je	P
Doyle, Stanley B. ....	725 Madison st., Brooklyn, N. Y. ....	88	O 08	60pq	4	12	Fx	Je	P
Egelhofer, Charles. ....	477 Park pl., Brooklyn, N. Y. ....	78	S 08	60pq	4	12	Fx	Je	P
Eisberg, Harry B. ....	216 10th st., Hoboken, N. J. ....	92	S 09	60x	2	....	Px	Je	P
Elwin, Herman. ....	23 E. 109th st., N. Y. C. ....	82	S 08	60x	4	12	Ex	Je	P
Epstein, Irving. ....	132 E. 83d st., N. Y. C. ....	89	S 08	60pq	4	12	Fx	Je	P
Essertier, Edward P. ....	Jersey City Hosp., Jersey City, N. J. ....	88	O 07	60x	4	11	Fx	S	P
Feingold, Abraham. ....	177 Second av., N. Y. C. ....	90	S 08	60pq	4	12	Ex	Je	P
Ferber, Julius. ....	49 Pitt st., N. Y. C. ....	87	O 08	60x	4	12	Fx	Je	P
Field, Clarence E. ....	111 Lefferts av., Richmond Hill, L. I. ....	70	O 88	....	3	91	Ct	N	....
Fisher, Lamont H. ....	809 W. Jefferson st., Kokoma, Ind. ....	77	O 08	60eq	4	12	Fx	Je	P
Friedman, Harold I. ....	182 Second av., N. Y. C. ....	88	S 08	60x	4	12	Fx	Je	P
Gardner, Murray M. ....	Fort Covington, N. Y. ....	88	S 08	60x	4	12	Ex	Je	P
Geringer, Arthur. ....	226 E. 20th st., N. Y. C. ....	88	O 07	60eq	4	11	Fx	S	P
Glück, Harold. ....	149 Avenue C, N. Y. C. ....	91	O 08	60pq	4	12	Fx	Je	P
Goldberg, Robert. ....	695 Second av., N. Y. C. ....	89	O 06	60eq	2	....	Px	Je	P
Gottesman, Samuel. ....	645 E. 6th st., N. Y. C. ....	88	O 08	60pq	4	12	Fx	Je	P
Gray, Irving. ....	1922 Bergen st., Brooklyn, N. Y. ....	91	S 09	60eq	2	....	Px	S	P
Greenberg, Samuel. ....	1681 Prospect pl., Brooklyn, N. Y. ....	86	S 08	60x	4	12	Fx	Je	P
Hallarman, Harry. ....	88 16th st., Brooklyn, N. Y. ....	84	O 09	60x	2	....	Px	Je	P
Healey, Eugene J. ....	42 Barrow st., N. Y. C. ....	87	O 07	60pq	4	11	Fx	Je	P
Henkin, Abraham L. ....	Jewish Hosp., Brooklyn, N. Y. ....	85	S 08	60pq	4	12	Fx	Je	P
Howe, Ralph J. ....	282 Glen st., Glens Falls, N. Y. ....	91	O 10	60x	2	....	Fx	Je	P
Hoy, Marmaduke. ....	377 Main st., Catskill, N. Y. ....	85	O 04	60x	4	08	Ex	S	P
Hudnut, Frank P. ....	Brookline, Mass. ....	62	80	....	3	83	Ct	Mr	....
Hutchins, Clarence R. ....	St Catherine's Hosp., Brooklyn, N. Y. ....	85	O 07	60x	4	11	Fx	Je	P
Hyland, Edward J. ....	Jamaica, N. Y. ....	87	O 06	60x	4	11	Ex	F	P
Jacobius, Lawrence. ....	255 Seventh av., N. Y. C. ....	91	O 09	60pq	2	....	Fx	Je	P
Jacobstein, Harry. ....	21 E. 108th st., N. Y. C. ....	87	O 07	60pq	4	11	Fx	F	P
Kahn, Isador W. ....	194 Ross st., Brooklyn, N. Y. ....	90	S 08	60pq	4	12	Fx	Je	P
Kaufman, Benjamin. ....	13 Avenue B, N. Y. C. ....	90	S 08	60x	4	12	Fx	Je	P
KAUFMAN, Irving H. ....	18 Malta st., Brooklyn, N. Y. ....	86	S 08	60x	4	12	Fx	Je	P
Kline, Emanuel. ....	126 Downing st., Yonkers, N. Y. ....	71	S 90	d	4	95	Ex	M	....
Knowles, Tom R. ....	129 Lexington av., N. Y. C. ....	92	S 10	60eq	2	....	Px	Je	P
Kranzer, Leo L. ....	95 Floyd st., Brooklyn, N. Y. ....	88	O 08	60eq	4	12	Ex	Je	P
Kristeller, Leo. ....	125 E. 28th st., N. Y. C. ....	79	S 08	60eq	4	12	Ex	Je	P
Lanchner, Samuel. ....	65 1st st., N. Y. C. ....	89	O 09	60x	2	....	Px	Je	P
LaRotonda, Oswald. ....	502 Lexington av., N. Y. C. ....	92	S 09	60x	2	....	Px	Je	P
Levey, Sidney P. ....	446 Hart st., Brooklyn, N. Y. ....	89	S 07	60eq	4	11	Ex	Je	P
Levien, Henry. ....	8646 Twenty-first av., Brooklyn, N. Y. ....	92	S 09	60pq	2	....	Px	Je	P
Levy, Abraham N. ....	14 E. 88th st., N. Y. C. ....	60	S 08	60pq	4	12	Ct	Ja	....
Levy, Morris L. ....	19 E. 114th st., N. Y. C. ....	90	O 09	60eq	2	....	Px	S	P
Lieberman, Leo. ....	237 W. 113th st., N. Y. C. ....	78	O 04	60x	4	09	Ex	F	P
Lobsenz, Jacob M. ....	233 W. 122d st., N. Y. C. ....	80	O 08	60eq	4	12	Ex	Je	P
Lobsenz, Moses. ....	233 W. 122d st., N. Y. C. ....	87	S 07	60pq	4	11	Ex	S	P
Lubin, Solomon. ....	719 E. 9th st., N. Y. C. ....	81	O 09	60x	2	....	Px	S	P
Malcolm, Robert. ....	93 McLean av., Yonkers, N. Y. ....	74	O 97	60eq	4	01	Ex	M	F
Martin, Joseph S. ....	316 E. 30th st., N. Y. C. ....	86	S 06	60eq	4	10	Ex	S	P
May, Edward J. ....	Bellevue Hosp., N. Y. C. ....	85	O 08	60pq	2	....	Px	F	P
Meltzer, Maurice I. ....	138th st. & Broadway, N. Y. C. ....	86	S 07	60pq	4	11	Fx	M	P
		91	S 08	60pq	4	12	Ex	Je	P

b Degree from the University of the City of New York.

c Degree from Bellevue Hospital, Medical College.

Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth requirement for admission to examination.

**Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)**

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
University and Bellevue Hospital Medical College, New York (concluded)									
Milani, George E.	226 E. 20th st., N. Y. C.	89	S 08	60eq	4	12	Fx	Je	P
Miller, Isidor	St Joseph's Hosp., Yonkers, N. Y.	83	O 07	60x	4	11	Fx	Je	P
Miller, Raymond A.	St Luke's Hosp., Newburgh, N. Y.	78	O 07	60eq	4	11	Fx	Je	P
Milligan, John D.	345 Fourth av., Pittsburgh, Pa.	81	Ag 73		3	76	ID	Ja	P
Mohr, Mark	177 Second av., N. Y. C.	88	S 07	60pq	4	11	Ex <sup>2</sup>	Je	P
Morris, Myron L.	132 E. 96th st., N. Y. C.	88	O 00	60pq	2	...	Fx	Je	P
Muller, Jonas	421 E. 9th st., N. Y. C.	90	O 09	60pq	2	...	Fx	Je	P
Nack, Joseph	1717 Lexington av., N. Y. C.	89	O 07	60pq	4	11	Ex	Je	P
		88	O 09	60eq	2	...	Fx <sup>3</sup>	Je	P
		86	O 05	60eq	4	10	Fx	Je	P
Orth, Alfred F. G.	Blauevelt, N. Y.	92	O 10	60x	2	...	Fx	Je	P
Pansy, Abraham.	513 Sutter av., Brooklyn, N. Y.	90	S 08	60x	4	12	Fx	Je	P
Parkinson, Vernon M.	Mt Vernon Hosp., Mt Vernon, N. Y.	89	S 08	60x	4	12	Ex	Je	P
Patchin, Daniel F.	Pine Plains, N. Y.	90	O 09	60x	2	...	Fx <sup>2</sup>	Je	P
Pemster, Abraham B.	1511 Charlotte st., N. Y. C.	90	O 08	60pq	4	12	Fx	Je	P
		90	O 09	60pq	2	...	Fx	Je	P
Raggi, August J.	149 Lenox road, Brooklyn, N. Y.	88	O 07	60eq	4	11	Fx	Je	P
Ramirez, Maximilian A.	1391 Madison av., N. Y. C.	91	O 08	60x	4	12	Fx	Je	P
Rardon, William I.	City Hosp., Blackwells Is., N. Y. C.	89	O 08	60pq	4	12	Ex	Je	P
Runcie, William H.	Rockville Center, N. Y.	89	O 06	60x	4	10	Ex	Je	P
Schoen, Walter W.	612 Hudson st., Hoboken, N. J.	90	O 08	60pq	4	12	Fx	Je	P
Schoenberg, Herman B.	203 Second av., N. Y. C.	90	O 08	60pq	4	12	Fx	Je	P
Seides, Saul	270 E. Broadway, N. Y. C.	86	O 03	60x	4	12	Fx	Je	P
Seifert, Carl F.	317 E. 17th st., N. Y. C.	84	O 88		4	92	Ct	Je	P
Shamaskin, Arnold.	785 Tremont av., N. Y. C.	81	S 07	60x	4	12	Fx	Je	P
Siegelman, Charles H.	606 E. 9th st., N. Y. C.	90	O 08	60pq	2	...	Px	Je	P
Smith, Herman.	8 Morningside av., N. Y. C.	92	S 09	60eq	2	...	Px	Je	P
Sonnenschein, Harry D.	343 E. 116th st., N. Y. C.	89	O 07	60pq	4	11	Fx	Je	P
Spielberg, William.	276 S. 1st st., Brooklyn, N. Y.	89	S 08	60pq	4	12	Fx	Je	P
Sternberg, Louis.	615 Sutter av., Brooklyn, N. Y.	85	O 08	60x	4	12	Fx <sup>2</sup>	Je	P
Stich, Benjamin.	Seabreeze av. and W. 5th st., Coney Is., N. Y.	85	O 07	60pq	4	11	Ex	Je	P
Stone, Abraham.	2202 Eighth av., N. Y. C.	90	O 08	60x	4	12	Fx	Je	P
Stronczner, Julius.	533 E. 118th st., N. Y. C.	87	O 07	60eq	3	...	Px	Je	P
Trout, Russel J.	15 New Chambers st., N. Y. C.	92	O 10	60eq	2	...	Px	Je	P
		83	S 08	60pq	4	12	Ex	Je	P
Van Fleet, Frank.	11 E. 48th st., N. Y. C.	60	S 78		3	81	Ct	S	P
Weinstein, Max.	Rockaway Beach Hosp., Rockaway Beach, N. Y.	84	O 07	60x	4	11	Ex	S	P
Wiley, Sylvester F.	606 W. 115th st., N. Y. C.	68	O 86		3	90	ID	Ja	P
Wovschin, William.	Lebanon Hosp., N. Y. C.	82	S 08	60eq	4	12	Ex	Je	P
Yasuna, Isidore.	343 E. 116th st., N. Y. C.	83	O 06	60x	4	11	Px	Je	P
Zinn, Philip R.	150 W. 141st st., N. Y. C.	91	O 10	60eq	2	...	Px	Je	P
Zulauf, Gustav W.	124 Park av., Hoboken, N. J.	89	S 08	60pq	4	12	Fx	Je	P
University of Buffalo, Medical Department									
Aaron, Abraham H.	93 Walnut st., Buffalo, N. Y.	90	S 08	60x	4	12	Fx	Je	P
Allen, Ralph V.	106 Caledonia st., Lockport, N. Y.	90	S 10	60pq	2	...	Px	Je	P
Alpert, Theodore N.	412 Madison st., Ithaca, N. Y.	86	S 08	60x	4	12	Ex	Je	P
Bangasser, Edward B., Jr.	136 N. Parade av., Buffalo, N. Y.	87	S 09	60eq	2	...	Px	Je	P
Bowen, Byron D.	Almond, N. Y.	89	S 10	60x	2	...	Px	Je	P
Collins, George R.	Moses Taylor Hosp., Lackawanna, N. Y.	88	S 08	60eq	4	12	Ex	Je	P
Cramer, Ernest G.	Middleport, N. Y.	90	S 10	60x	2	...	Px	Je	P
Crawford, James F.	Warsaw, N. Y.	83	S 06	60x	4	11	Ex	S	P
Damon, LeGrand A.	Moses Taylor Hosp., Lackawanna, N. Y.	91	S 08	60x	4	12	Ex	Je	P

b Degree from University of the City of New York.

c Degree from Bellevue Hospital Medical College.

Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS* (concluded)									
University of Buffalo, Medical Department (concluded)									
Davis, Arthur G. ....	Erie Co. Pen., Buffalo, N. Y. ....	87	S	09	60x	2	..	Px	S
Donk, Rose R. ....	227 Allen st., Buffalo, N. Y. ....	87	S	07	60x	4	11	Ex	P
Ende, Frank M. ....	59 Oxford av., Buffalo, N. Y. ....	88	S	08	60x	4	12	Ex	P
Fargo, Warren C. ....	Warsaw, N. Y. ....	88	S	09	60x	2	..	Px	P
Gazrett, Harry S. ....	462 Ashland av., Buffalo, N. Y. ....	88	Je	07	60x	4	11	Px	P
Gartner, Albert A. ....	507 Sherman st., Buffalo, N. Y. ....	91	O	10	60x	2	..	Px	P
Grabau, John C. ....	180 Goodell st., Buffalo, N. Y. ....	87	S	08	60pq	4	12	Ex	P
Guess, Harry C. ....	1095 Tonawanda st., Buffalo, N. Y. ....	88	S	08	60x	4	12	Ex	P
Hackett, Lawrence M. ....	Ceres, N. Y. ....	90	S	10	60pq	2	..	Px	P
Hamilton, Leon C. ....	Sisters' Hosp. of Charity, Buffalo, N. Y. ....	84	S	08	60x	4	12	Ex	P
Inda, Edward. ....	1012 Humboldt, pkwy., Buffalo, N. Y. ....	91	S	09	60x	2	..	Px	P
Jones, William T. ....	Horseheads, N. Y. ....	67	A	83	..	3	91	Ct	Mr
Kneller, John A. ....	288 Purdy st., Buffalo, N. Y. ....	89	S	08	60x	4	12	Ex	P
Lascola, August ....	Box 644, Silver Creek, N. Y. ....	75	S	07	60x	4	12	Px	P
Lawler, Charles A. ....	Ashford Station, N. Y. ....	91	S	10	60pq	2	..	Px	P
Levin, Hyman L. ....	St Lawrence State Hosp., Ogdens- burg, N. Y. ....	87	S	07	60x	4	11	Ex	P
Long, Frank H. ....	663 Elm st., Buffalo, N. Y. ....	85	S	07	60eq	4	11	Px	S
McCall, Oliver A. ....	Eagle, N. Y. ....	92	S	10	60x	2	..	Px	P
Machemer, Walter L. ....	58 Arlington pl., Buffalo, N. Y. ....	89	S	08	60x	4	12	Ex	P
McMahon, Michael J. ....	Mt Jewett, Pa. ....	89	S	07	60x	4	11	Ex	P
Manganio, James L. ....	Box 644, Silver Creek, N. Y. ....	89	S	06	60eq	4	10	Px	P
Mann, Herbert C. ....	State Hosp., Buffalo, N. Y. ....	87	S	10	60x	2	..	Px	P
Marlatt, Harry R. ....	Honeoye Falls, N. Y. ....	87	S	07	60x	4	11	Ex	P
Mehl, Edward H. ....	30 Kane st., Buffalo, N. Y. ....	85	S	06	60x	4	11	Ex	P
Michel, George P. ....	815 Jefferson st., Buffalo, N. Y. ....	81	S	03	60x	4	11	Ex	P
Miller, George L. ....	347 1st st., Niagara Falls, N. Y. ....	79	S	08	60x	4	12	Px	P
Murphy, Jerome A. ....	1833 Main st., Buffalo, N. Y. ....	88	S	07	60x	4	11	Ex	P
Nolan, Martin F. ....	82 High st., Buffalo, N. Y. ....	88	S	08	60x	4	12	Px	P
Nowicki, Joseph A. ....	St Mary's Hosp., Chicago, Ill. ....	88	S	08	60x	4	12	Px	P
Osborne, LeRoy J. ....	Nichols, N. Y. ....	90	S	09	60x	2	..	Px	P
Palmer, Paye H. ....	944 Lafayette av., Buffalo, N. Y. ....	87	S	08	60pq	4	12	Ex	P
Paul, Augustus C. ....	291 Porter av., Buffalo, N. Y. ....	75	S	06	60pq	4	11	Ex	P
Potts, Frank N. ....	388 Grant st., Buffalo, N. Y. ....	80	S	08	60x	4	12	Px	P
Priess, Grover L. ....	Forestville, N. Y. ....	88	S	08	60pq	4	12	Ex	P
Schwan, Carl G. ....	1268 Michigan st., Buffalo, N. Y. ....	88	S	06	60x	4	12	Ex	P
Scinta, Anthony C. ....	218 7th st., Buffalo, N. Y. ....	89	S	09	60x	2	..	Px	P
Severin, Jennie A. ....	433 Jefferson st., Buffalo, N. Y. ....	80	S	07	60x	4	11	Ex	M
Shumway, Clare N. ....	100 High st., Buffalo, N. Y. ....	88	S	08	60pq	4	12	Px	P
Smith, Homer W. ....	408 Trenton av., Buffalo, N. Y. ....	92	S	10	60pq	2	..	Px	P
Stalter, George R. ....	Erie Co. Hosp., Buffalo, N. Y. ....	91	S	08	60x	4	12	Px	P
Stockwell, Raymond W. ....	372 High st., Buffalo, N. Y. ....	85	S	09	60eq	2	..	Px	P
Strait, Bernard S. ....	Addison, N. Y. ....	89	S	08	60x	4	12	Ex	P
Taylor, Horace R. ....	Keeseeville, N. Y. ....	84	S	06	60x	4	10	Ex	P
Webb, Wilson B. ....	Addison, N. Y. ....	90	S	10	60x	2	..	Px	P
Wells, William F. ....	Lancaster, N. Y. ....	87	S	08	60x	4	12	Ex	P
White, Orton E. ....	1740 Main st., Buffalo, N. Y. ....	89	S	09	60x	2	..	Px	P
		91	S	10	60eq	2	..	Ct	P
		88	S	08	60pq	4	12	Px	P
SCHOOLS IN OTHER STATES									
California									
University of California, Medical Department, San Francisco									
Reeve, Oscar C. ....	528 Riverside drive, New York....	75	S	99	60eq	4	05	Ex	F
Colorado									
University of Colorado, Medical Department, Denver									
		85	S	03	60pq	5	09	Ex	F

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August 1, 1911-July 31, 1912 (continued)**

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			Preliminary		Profes- sional		Examined or indorsed	Month	
			Matric- ulated	Counts	Years	Degree			
SCHOOLS IN OTHER STATES (continued)									
Connecticut									
Yale University, Medical Department, New Haven									
Bartholomew, Howard B.	39 Linwood pl., New Haven, Conn.	86	S 10	60eq	2	....	Px	Je	P
Bry, Martin E.	36 W. 75th st., N. Y. C.	91	S 08	60eq	4	12	Fx	Je	P
Fried, Harry	271 Cedar st., New Haven, Conn.	90	S 08	60eq	4	12	Ex	Je	P
Hurwitz, Herman M.	36 Pleasant st., Hartford, Conn.	90	S 08	60eq	4	12	Ex	Je	P
		87	S 05	60eq	4	09	Fx	F	P
Seidensticker, Richard F.	Kings Co. Hosp., Brooklyn, N. Y.	84	S 07	60eq	4	11	Ex <sup>2</sup>	M	P
Smernoff, Abraham A.	408 State st., Bridgeport, Conn.	85	S 04	60eq	5	09	Ex <sup>4</sup>	F	P
District of Columbia									
Columbian University, Medical Department (now George Wash- ington University), Washington, D. C.									
Reger, Harry S.	Salamanca, N. Y.	78	S 00	60eq	4	04	ILO	S	.....
Georgetown University, School of Medicine, Washington									
Kelly, Joseph D.	St John's Hosp., Long Island City.	87	S 08	60pq	4	12	Fx	Je	P
George Washington University, Department of Medicine, Washington									
		78	S 05	60pq	5	10	Ex	M	F
Howard University, Medical Department, Washington									
Hinkson, Gladstone M.	771 Fulton st., Brooklyn, N. Y.	88	O 07	60eq	4	11	Fx <sup>2</sup>	S	P
		85	O 05	60eq	4	09	Ex	Je	P
Illinois									
Chicago College of Medicine and Surgery									
Benjamin, Abraham	General P. O. Del., Chicago, Ill.	77	S 99	d	5	11	Il Mich	S	.....
		86	S 06	60x	4	11	Ex <sup>2</sup>	M	F
College of Medicine of the University of Illinois (College of Physicians and Surgeons of Chicago)									
		79	O 08	60eq	4	12	Ex	Je	F
Illinois Medical College, Chicago									
		71	S 94	45eq	5	99	Px <sup>49</sup>	Je	F
Northwestern University, Medical School, Chicago									
Batt, George W.	1106 Ellicott st., Buffalo, N. Y.	87	D 07	60x	4	11	Ex	F	P
Rush Medical College (University of Chicago)									
Dunn, James	393 Seventh av., Newark, N. J.	79	S 00	60eq	4	04	Fx	F	P
		85	S 07	60eq	4	12	Ex	Je	P
Kentucky									
University of Louisville, Medical Department									
Cauble, William C.	267 Park pl., Brooklyn, N. Y.	74	S 98	60eq	43	01	IL Ind	S	.....
		86	O 04	60eq	4	08	Px	F	P
		85	N 07	60eq	4	11	Ex	F	P
		82	S 03	60eq	43	07	Ex	Je	P
Louisiana									
Tulane University of Louisiana, Medical Department, New Orleans									
		87	O 06	60eq	4	10	Ex	Je	P
Veazie, Albert V.	167 W. 79th st., N. Y. C.	79	O 04	60pq	4	08	Ex <sup>2</sup>	M	P
Maine									
Bowdoin Medical College, Portland									
Pendexter, Sidney B.	231 E. 57th st., N. Y. C.	85	O 05	60eq	4	09	Ex <sup>2</sup>	M	P
Saunders, Harry C.	Castine, Me.	82	O 04	60eq	4	08	Ex <sup>2</sup>	S	P

g Candidate also holds degree from Michigan College of Medicine and Surgery, 1903.

Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth require-  
ment for admission to examination.

Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	Average
			Matric- ulated	Counts	Years	Degree			
SCHOOLS IN OTHER STATES (continued)									
Maryland									
Baltimore Medical College									
		91	S 10	60eq	2	....	Px	Je	F
		80	SO 01	60eq	4	05	Ex	Je	F
		85	OO 02	60x	43	07	Ex	Je	F
		86	SO 07	60x	4	11	Ex	Je	F
Van Ornam, Vilas G.	238 Coolidge av., Syracuse, N. Y.	90	SO 10	60pqr	2	....	Px	Je	F
Williams, Herbert H.	15 Orchard st., Mohawk, N. Y.	83	SO 02	60x	4	11	Ex	Je	F
Wilson, Ernest L.	476 Hudson av., Albany, N. Y.	88	SO 07	60x	4	11	Ex	Je	F
College of Physicians and Surgeons, Baltimore									
		87	O 07	60pqr	4	11	Ex	Je	F
Callison, James G.	607 W. 136th st., N. Y. C.	73	SO 05	60eq	4	09	Ex	M	F
Deutsch, William F.	3294 Hull av., N. Y. C.	81	SO 02	645x	43	06	Ex	Je	F
		89	SO 08	60pqr	4	12	Ex	Je	F
Green, Albert W.	612 Columbia st., Utica, N. Y.	53	SO 82	....	2	84	Rec	Je	..
Kilbourn, Joseph B.	Hosp. for Women, Baltimore, Md.	87	OO 07	60eq	4	11	Ex	S	F
Mendelevitz, Jacob	17 Fillmore pl., Brooklyn, N. Y.	78	SO 07	60x	4	11	Px	S	F
		70	SO 90	60eq	2	....	Px	Je	F
Urbanski, Nicholas A. J.	271 Peckham st., Buffalo, N. Y.	87	SO 06	60pqr	4	10	Ex <sup>2</sup>	Je	F
		84	SO 04	60eq	4	12	Ex	Je	F
Johns Hopkins University, Medical Department, Baltimore									
Calihan, Walter A.	128 S. Goodman st., Rochester, N. Y.	85	S 06	60x	4	10	Ex	Je	F
Colwell, Howard S.	205 Genesee st., Auburn, N. Y.	88	OO 10	60eq	2	..	Px	Je	F
		85	OO 07	60eq	4	11	Ex	Je	F
Huddleson, James H., jr.	Portland, Oregon.	87	OO 09	60eq	2	..	Px	S	F
Longcope, Warfield T.	680 Madison av., N. Y. C.	77	O 97	60eq	4	01	Ex	S	F
Lowsley, Oswald S.	Baltimore Athletic Club, Balti- more, Md.	84	O 08	60eq	4	12	Ex	Je	P
McClure, Roy D.	8 W. 16th st., N. Y. C.	82	O 04	60eq	4	08	Ex <sup>2</sup>	S	F
Mills, Nathaniel.	N. Columbus av., Mt Vernon, N. Y.	85	O 08	60eq	4	12	Ex	Je	F
Newcomb, William B.	8 W. 16th st., N. Y. C.	86	O 06	60eq	4	10	Ex	Je	F
Sisson, Warren R.	Hamilton, N. Y.	85	O 08	60eq	4	12	Ex	Je	P
Strauss, Abraham.	Mt Sinai Hosp., N. Y. C.	87	O 08	60eq	4	12	Ex	Je	P
University of Maryland, School of Medicine, Baltimore									
Heise, Frederick H. C.	Trudeau, N. Y.	83	O 03	60eq	4	07	Ex	M	P
Mulstein, Adolph	148 E. 4th st., N. Y. C.	78	O 05	60x	4	11	Ex <sup>2</sup>	M	P
Shull, John V.	184 Kearney av., Perth Amboy, N. J.	85	S 05	60eq	5	10	IL Del	D	.....
Weinberger, Henry H.	724 W. Fayette st., Baltimore, Md.	86	S 04	60x	5	11	IL Del	Ja	.....
Massachusetts									
Boston University, School of Medicine									
Meeker, Louise H.	422 Meridian st., E. Boston, Mass.	70	O 02	645eq	4	06	Ex	S	P
Shepard, Marion.	30 Howard st., Springfield, Mass.	83	O 08	60pqr	4	12	Ex	Je	P
Harvard University Medical School, Boston									
Birnie, Richard, jr.	Sumter, S. C.	81	O 07	60eq	4	11	Ex	M	P
Chickering, Henry T.	Presbyterian Hosp., N. Y. C.	85	O 07	60eq	4	11	Ex	F	P
Collins, William J.	90 Main st., Northampton, Mass.	76	O 94	d6	4	98	ILVt	F	.....
		86	S 08	60eq	2	....	Px	S	F
Douglas, Charles Y.	62 Hoyt st., Brooklyn, N. Y.	84	O 08	60eq	2	....	Px	F	P
		84	O 07	60eq	4	11	Ex <sup>2</sup>	Je	F
Manotas, Arturo F.	147 Monroe st., Brooklyn, N. Y.	84	S 04	60pqr	4	08	Ex	F	P
Norton, Chauncey W.	Saranac Lake, N. Y.	74	O 96	60eq	4	00	Ex	M	P
Titus, Raymond S.	Albemarle Chambers, Boston, Mass.	83	S 05	60eq	4	09	Ex <sup>2</sup>	Je	P
Whidden, Rae W.	Estes Lodge, Sea Gate, N. Y., Harbor	85	O 07	60eq	4	11	Px	Je	P

a Completed prior to August 1, 1896.  
Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth require-  
ment for admission to examination.

**Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)**

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	Average
			Matric- ulated	Counts	Years	Degree			
SCHOOLS IN OTHER STATES (continued)									
Massachusetts (concluded)									
Massachusetts College of Osteopathy, Cambridge									
Hitchcock, George B.	514 W. Clinton st., Elmira, N. Y.	91	S 09	60eq	3	....	Px	M	F
Martens, Theodore H.	20 Lee st., Cambridge, Mass.	86	S 03 S 09	60eq 60pq	3	08 ....	Ex <sup>3</sup> Px	F M	P P
Tufts College Medical School, Boston									
MacTiernan, James M.	101 W. 84th st., N. Y. C.	85	S 03	60eq	4	08	Fx <sup>3</sup>	Je	P
Stammers, Joseph C.	Hotel Pierrepont, N. Y. C.	77	O 02	d	4	06	Ex <sup>4</sup>	F	P
Michigan									
University of Michigan, Ann Arbor									
Ball, Joseph H.	N. Y. Homeo. Med. Col., N. Y. C.	73	S 93	60eq	4	98	IL	Ag	.....
Cleland, Lester F.	Ludlow, Vt.	79	S 08	60eq	4	12	IL	Jl	.....
Cole, Lloyd G.	427 Waverly st., Waverly, N. Y.	86	O 07	60eq	4	11	IL	Ja	.....
Dugan, Charles B.	Fishkill, N. Y.	72	S 06	60eq	4	10	IL	Ag	.....
Fisher, Arthur W.	Pultneyville, N. Y.	72	S 08	60x	4	12	Ex <sup>2</sup>	Je	P
Gregory, Earle P.	Arkport, N. Y.	77	S 04	60eq	4	09	IL	Jl	.....
Groom, Wirt C.	State Hosp., Willard, N. Y.	86	S 08	60eq	4	12	IL	Jl	.....
MacNeal, Ward J.	172 Prospect pk. W., Brooklyn, N.Y	81	S 99	60eq	4	05	IL	D	..
Pugh, Daniel E.	Dover Plains, N. Y.	87	S 07	60x	4	11	IL	N	.....
Minnesota									
University of Minnesota, College of Medicine and Surgery, Min- neapolis									
Pond, Samuel B.	Box 1453, Middletown, N. Y.	82	S 03	60eq	4	07	Ex	Je	P
		82	S 04	60eq	4	08	Ex	Je	P
Missouri									
American School of Osteopathy, Kirksville									
		82	S 08	60x	3	....	Px	M	F
St. Louis University, School of Medicine									
McDonald, Harold J.	438 Elk st., Buffalo, N. Y.	88	S 06	60pq	4	10	Ex <sup>2</sup>	F	P
New Hampshire									
Dartmouth Medical School, Hanover									
Grau, LeRoy C.	Ward's Island, N. Y. C.	80	S 07	60eq	4	12	Ex	M	P
Ohio									
Homeopathic Hospital College (now Cleveland Homeopathic Medi- cal College)									
Southall, Edward W., jr.	60 W. Oakwood pl., Buffalo, N. Y.	51	O 75	.....	4	79	Rec	N	.....
Cleveland Homeopathic Medical College									
		75	S 95	60eq	4	99	Ex	M	F
Ohio Wesleyan University, Medical Department, Cleveland									
Yamaguchi, Minosuke.	209 Dyckman st., N. Y. C.	71	O 05	60eq	5	10	Px	Je	P
Starling Ohio Medical College, Columbus									
Grover, Milton M.	State Hosp., Central Islip, N. Y.	82	S 07	60eq	4	11	ILO	Jl	.....
University of Cincinnati, Medical Department									
		76	S 94	d	43	97	Ex	S	F
		80	S 01	60x	4	11	Fx <sup>2</sup>	Je	F

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Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
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			Matric- ulated	Counts	Years	Degree			
SCHOOLS IN OTHER STATES (continued)									
Ohio (concluded)									
Western Reserve University, Medical Department, Cleveland									
Johnson, Aldis A.....	City Hosp., Cleveland, O.....	80	S 08	60eq	4	12	Fx	Je	P
Pennsylvania									
Hahnemann Medical College and Hospital, Philadelphia									
Adams, Harry B.....	1833 Chestnut st., Philadelphia, Pa.	86	S 05	60eq	4	09	Ex <sup>2</sup>	Je	P
		87	S 07	60x	4	11	Fx <sup>2</sup>	M	F
Burdsall, Elijah S.....	State Homeopathic Hosp., Middle- town, N. Y.....	82	S 07	60eq	4	11	Ex	F	P
		85	S 06	60eq	4	10	Ex	S	P
Hoffman, Philip F.....	1602 Vine st., Philadelphia, Pa.	78	O 96	d	4	00	Ex <sup>2</sup>	S	P
Koehler, Alvin G.....	Plymouth, Wis.....	88	S 08	60eq	4	12	Fx	Je	P
Stumpf, Elmer H.....	Homeopathic Hosp., Buffalo, N. Y.	90	S 08	60x	4	12	Fx	Je	P
Jefferson Medical College, Philadelphia									
Friedenwald, Gilbert A.	96 Fifth av., N. Y. C.	87	S 06	60pp	6	12	Ex	Je	F
		79	S 10	60x	2	...	Px	Je	P
McCord, James R.....	424 Candler Bldg., Atlanta, Ga....	84	O 05	60eq	4	09	Ex <sup>2</sup>	F	P
		83	S 05	60eq	4	11	Ex	Je	P
Smith, Bernard R.....	Jefferson Hosp., Philadelphia, Pa..	83	S 07	60eq	4	11	IL Del	Mr	...
Udinsky, Hyman J.....	386 Monmouth st., Jersey City, N. J	88	S 08	60eq	4	12	Fx	Je	P
Medico-Chirurgical College, Philadelphia									
Ruddy, William P. J.....	531 E. 86th st., N. Y. C.	79	O 02	d	4	05	Ex	M	P
		84	S 03	d45eq	4	07	Ex	Je	P
Stocks, William H. H.....	Islip, N. Y.....	83	S 09	60x	2	...	Px	S	P
		87	S 06	60pp	4	10	Ex	S	F
Philadelphia College and Infirmary of Osteopathy									
Baker, Frederick D.....	76 Hardenbrook av., Jamaica, N. Y	90	S 08	60eq	4	12	Fx	Je	P
		89	S 09	60eq	2	...	Px	Je	F
University of Pennsylvania, School of Medicine, Philadelphia									
Barton, Amos E.....	Manhattan State Hosp., Ward's Is., N. Y.....	75	O 06	60eq	4	10	Ex <sup>2</sup>	M	P
Berens, Conrad, jr.....	Pennsylvania Hosp., Philadelphia, Pa.....	89	O 07	60eq	4	11	Fx	S	P
		82	S 07	60x	4	11	Ex	S	P
Birdsall, Joseph C.....	3400 Spruce st., Philadelphia, Pa..	74	O 94	60eq	4	98	Ex	Je	F
		79	S 98	d45eq	4	02	Ex	M	F
Grier, James B.....	607 Sullivan st., Olean, N. Y.....	71	O 91	d	4	3	IL Del	Mr	...
							IL		
Haines, Wilber H.....	4009 Chestnut st., Philadelphia, Pa.	83	S 07	60eq	4	11	IL Del	Apr	...
							Ex	F	...
Landon, Lyndon H....	3400 Spruce st., Philadelphia, Pa..	87	S 06	60x	4	10	Ex <sup>2</sup>	Je	P
		87	S 08	60eq	4	12	Ex	Je	P
Leavitt, Frank C.....	461 Fort Washington av., N. Y. C.	72	S 94	60eq	4	98	Px <sup>2</sup>	M	P
		84	O 05	60eq	4	10	Ex <sup>2</sup>	Je	P
Nichols, Stanley H.....	6 Clayton pl., Jamaica, N. Y.....	90	O 06	60eq	4	10	Ex	Je	P
Niedermeier, Arthur F.....	Penn. Station, N. Y. C.....	76	S 94	d	4	00	Ex <sup>2</sup>	S	P
Noble, Charles G.....	262 Putnam av., Brooklyn, N. Y...	88	S 06	60eq	4	10	ILVt	S	...
Smith, John, jr.....	Kingston Av. Hosp., Brooklyn, N. Y	88	S 06	60eq	4	10	Ex	Je	P
University of Pittsburgh, School of Medicine									
		88	S 07	60eq	4	11	Ex	M	F
Women's Medical College of Pennsylvania, Philadelphia									
		79	S 07	a45eq	4	11	Px	Je	F
		84	S 08	60eq	4	12	Ex	Je	F
		81	S 08	60x	4	12	Fx	Je	F

Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth require-  
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**Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (continued)**

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			Preliminary		Profes- sional		Examined or indorsed	Month	Average
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[SCHOOLS IN OTHER STATES (concluded)									
Pennsylvania (concluded)									
Women's Medical College of Pennsylvania, Philadelphia (concluded)									
Lehnis, Edith M. ....	250 Peckham st., Buffalo, N. Y. ....	86	S 06	60x	4	11	Fx <sup>2</sup>	F	P
Metcalf, Amy A. ....	2207 Thompson st., Philadelphia, Pa. ....	84	S 08	60eq	4	12	Fx	Je	P
Noble, Harriet I. ....	262 Putnam av., Brooklyn, N. Y. ....	59	S 97	60eq	4	01	Ex	Je	P
Polk, Ethel M. ....	217 Temple Block, Kansas City, Mo. ....	83	S 08	60eq	4	12	Fx	Je	P
.....	.....	73	S 06	445eq	4	10	Ex <sup>2</sup>	M	P
Tennessee									
University of Nashville									
Cummings, Royal E. . .	Kings Co. Hosp., Brooklyn, N. Y. . .	81	O 98	60pq	23	03	Ex <sup>2</sup>	F	P
Vanderbilt University, Medical Department, Nashville									
Sneed, William L. ....	148 E. 53d st., N. Y. C. ....	81	S 06	60eq	4	10	Ex	Je	P
Vermont									
Vermont University College of Medicine, Burlington									
Gammons, Jesse L. ....	49 E. Center st., Rutland, Vt. . .	74	Ja 01	d	4	04	ILVt	F	.....
Higgins, William M. ....	111 W. 12th st., N. Y. C. . .	81	D 05	60eq	4	09	ILVt	Ja	.....
Hunter, John A. ....	Bssex Junction, Vt. ....	88	N 07	60pq	4	11	ILVt	N	.....
Johnson, Robert W. ....	Burlington, Vt. ....	70	Ja 89	d	5	08	ILVt	D	.....
Moodie, Willis B. ....	Valhalla, N. Y. ....	83	D 05	60eq	4	09	ILVt	A	.....
Munro, Daniel C. ....	230 Genesee st., Utica, N. Y. ....	82	D 02	60eq	4	11	Ex <sup>2</sup>	Je	P
Norris, Francis W. ....	111 E. Ontario st., Chicago, Ill. . .	79	Ja 03	60pq	4	06	ILVt	Mr	.....
.....	.....	83	D 06	60x	4	11	Ex	M	F
Ryan, Henry R. ....	Rutland, Vt. ....	82	Ja 01	60eq	4	04	ILVt	F	.....
Sartwell, Ransom H. ....	Moers, N. Y. ....	87	N 07	60x	4	11	ILVt	S	.....
Smith, Charles A. ....	Athens, Me. ....	81	N 03	445pq	4	07	ILVt	Ja	.....
Virginia									
Medical College of Virginia, Richmond									
McDannald, William S. .	Brentwood, N. Y. ....	74	S 05	60eq	4	09	Ex	Je	P
University of Virginia, Department of Medicine, Charlottesville									
Scott, Ernest W. ....	306 W. 99th st., N. Y. C. ....	81	S 01	60eq	4	10	Ex	Je	F
.....	.....	84	S 03	60eq	4	07	Ex	Je	P
University College of Medicine, Richmond									
Franken, Carl C. ....	1066 Lexington av., N. Y. C. ....	74	S 06	60x	4	10	Ex	F	P
SCHOOLS IN FOREIGN COUNTRIES									
Austria									
University of Vienna									
Kohler, Oscar. ....	120 4th st., Troy, N. Y. ....	79	O 00	60eq	6	06	Ex <sup>3</sup>	M	P
Canada									
Laval University, Faculties of Medicine, Montreal									
Fisher, George G. ....	130 W. 47th st., N. Y. C. ....	73	O 96	d	4	00	Ex	F	F
.....	.....	82	S 02	d	4	06	ILVt	Ag	.....
McGill University, Faculty of Medicine, Montreal									
Benoit, Hector W. ....	W. New Brighton, N. Y. ....	83	S 05	60eq	4	09	Ex	F	P
.....	.....	82	S 05	60pq	5	10	Ex	S	F
Hebert, Paul Z. ....	578 Dorchester st., W., Montreal, Can. ....	49	.....	.....	4	72	Rec	F	.....
Meeker, Jay E. ....	Moir, N. Y. ....	88	O 08	60x	4	.....	Px	Je	P
.....	.....	88	O 07	60x	5	12	Ex	Je	F

<sup>a</sup> Completed prior to August 1, 1896.

Evidence of five years' reputable practice accepted as meeting the (d) third and (e) part of the fourth requirement for admission to examination.



Record of medical licensing examinations and indorsement of credentials,  
August 1, 1911-July 31, 1912 (concluded)

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	Average
			Matric- ulated	Counts	Years	Degree			
SCHOOLS IN FOREIGN COUNTRIES (concluded)									
Canada (concluded)									
Manitoba Medical College, Winnipeg									
Sharpe, Charles T.....	Kingston Av. Hosp., Brooklyn, N. Y.....	75	O 95	d	63	98	Ex	F	P
Queens University, Faculty of Medicine, Ontario									
Cays, Frederick A.....	128 Barrie st., Kingston, Ont.....	85	S 03	60eq	5	08	Ex <sup>5</sup>	F	P
.....	.....	76	O 96	d	4	00	Px	F	P
.....	.....	85	S 09	60x	2	....	Px	S	F
University of Toronto, Faculty of Medicine									
Edward, Mary L.....	321 E. 15th st., N. Y. C.....	83	O 02	d45eq	4	06	Ex	Je	F
Hall, Morton E.....	Bellevue Hosp., N. Y. C.....	85	O 04	60eq	4	08	Ex	S	P
Harrington, Milton A....	Bloomington Hosp., White Plains, N. Y.....	86	O 06	60eq	4	10	Ex	F	P
Humphries, Robert E....	White Plains, N. Y.....	84	O 06	60pq	4	10	Ex	Je	P
Northcott, Andrew T....	New Windsor Hotel, Gloversville, N. Y.....	84	O 02	60pq	4	06	Ex <sup>2</sup>	S	P
.....	.....	71	S 94	45eq	4	98	IL	.....	.....
Relyea, Egbert H.....	216 E. 76th st., N. Y. C.....	73	O 03	60pq	4	07	Mich Ex	Mr F	..... P
Italy									
University of Naples									
Baldassarre, Federico....	215 Hunterdon st., Newark, N. J. .	74	O 95	60eq	6	01	Fx <sup>4</sup>	F	P
Caione, Arturo.....	75 Kenmare st., N. Y. C.....	83	N 02	60eq	6	08	Ex <sup>2</sup>	F	P
Faroni, Vincenzo.....	165 W. Houston st., N. Y. C.....	84	O 03	60eq	6	09	Ex <sup>2</sup>	S	P
.....	.....	61	Ja 96	60eq	6	02	Ex <sup>3</sup>	Je	P
.....	.....	77	N 99	60eq	6	05	Fx <sup>7</sup>	M	P
.....	.....	78	O 02	60eq	6	08	Ex <sup>7</sup>	F	P
.....	.....	79	N 98	60eq	6	04	Ex <sup>5</sup>	F	P
.....	.....	78	D 99	60eq	6	05	Ex <sup>3</sup>	M	P
University of Palermo									
.....	.....	79	N 98	60eq	6	04	Ex <sup>3</sup>	Je	F
.....	.....	73	Ja 95	60eq	6	02	Fx <sup>1</sup>	Je	F
University of Parma									
.....	.....	78	N 97	60eq	6	03	Px	M	F
University of Rome									
Gaudiani, Vincenzo.....	223 E. 116th st., N. Y. C.....	74	N 92	60eq	6	98	Ex <sup>2</sup>	M	P
Russia									
University of Charkov									
Webster, Vladimir Kut- schuck.....	1397 Eastern pkwy., Brooklyn, N.Y	66	84	60eq	7	95	Ex <sup>5</sup>	S	P
Scotland									
University of Edinburgh									
Maloney, William J....	20 E. 69th st., N. Y. C.....	82	O 00	60eq	5	07	Ex	S	P
Milne, Lindsay S.....	Rockefeller Inst., N. Y. C.....	83	O 91	60eq	4	08	Ex	M	P

**Record of dental licensing examinations and indorsement of credentials,  
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Group 1, New York schools; group 2, schools without the State

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			Preliminary		Profes- sional		Examined or indorsed	Month	Average
			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS									
College of Dental and Oral Surgery of New York									
Bauman, Elizabeth R.	428 Central Park West, N. Y. C.	91	O 09	609p	3	12	Ex	Je	P
.....	.....	85	O 09	60x	3	12	Ex	Je	P
.....	.....	88	O 09	609p	3	12	Ex	Je	P
.....	.....	81	O 03	609p	4	12	Ex	Je	P
.....	.....	86	O 09	60x	3	12	Ex	Je	P
Curtis, Harold A.	8 Winthrop pl., Maplewood, N. J.	89	O 09	609p	3	12	Ex	Je	P
Elkowicz, Stella	890 Eagle av., N. Y. C.	87	O 09	609p	3	12	Ex	Je	P
.....	.....	87	O 09	60x	3	12	Ex	Je	P
.....	.....	91	O 03	609p	4	12	Ex	Je	P
Fass, Hyman	4 E. 107th st., N. Y. C.	83	O 09	60x	3	12	Ex	Je	P
Fass, Simon L.	4 E. 107th st., N. Y. C.	87	O 03	609p	3	11	Ex	Je	P
Firkser, Bella	516 Springfield av., Newark, N. J.	87	O 03	609p	3	11	Ex	Je	P
Gellman, Isaac	277 E. 10th st., N. Y. C.	83	O 09	609p	3	12	Ex	Je	P
Goodman, Sarah H.	3 Pike st., N. Y. C.	90	O 09	60x	3	12	Ex	Je	P
Gurevitch, Pessia L.	58 E. 103d st., N. Y. C.	73	Pr. to Ja. 05	459p	3	11	Ex	S	P
Hatton, Thomas M.	3750 Broadway, N. Y. C.	75	S 07	609p	5	12	Ex	Je	P
Johann, Arthur J.	875 Cauldwell av., N. Y. C.	90	O 03	609p	3	12	Ex	Je	P
Jolliffe, George B.	263 Alexander av., N. Y. C.	86	O 09	60x	3	12	Ex	Je	P
Kelly, Francis B.	60 W. 51st st., N. Y. C.	76	O 09	609p	3	12	Ex	Je	P
Korff, Jacob	1668 42d st., Brooklyn, N. Y.	83	O 03	60x	3	12	Ex	Je	P
.....	.....	83	O 03	609p	3	12	Ex	Je	P
Lippman, Louis B.	1302 Findlay av., N. Y. C.	90	O 09	609p	3	12	Ex	Je	P
Luhan, Josephine E. C.	220 E. 72d st., N. Y. C.	90	O 09	609p	3	12	Ex	Je	P
MacElroy, Marie F.	121 Nat. Bank, Mt Vernon, N. Y.	77	O 09	609p	3	12	Ex	Je	P
Müller, Albert F.	Elton st. cor. Stanley av., B'klyn, N. Y.	80	O 09	60x	3	12	Ex	Je	P
Nagel, Flora	295 Waverly av., Newark, N. J.	80	O 03	609p	3	11	Ex	S	P
Nash, Gisela S.	760 Trinity av., N. Y. C.	83	S 00	60x	3	12	Ex	Je	P
Peterson, Theodore O.	248 67th st., Brooklyn, N. Y.	87	O 09	60x	3	12	Ex	Je	P
Posner, Nathan A.	112 E. 108th st., N. Y. C.	80	O 09	60x	3	12	Ex	Je	P
Ravitch, Annette M.	16 E. 107th st., N. Y. C.	83	S 00	609p	3	12	Ex	Je	P
Robins, Lena M.	1650 Washington av., N. Y. C.	84	O 09	60x	3	12	Ex	Je	P
Rosell, Charles	227 Second av., Albany, N. Y.	87	O 09	60x	3	12	Ex	Je	P
Rosovitch, Daniel	726 Cauldwell av., N. Y. C.	88	O 09	60x	3	12	Ex	Je	P
Roy, Harold E.	527 Fifth av., N. Y. C.	89	S 09	609p	3	12	Ex	Je	P
Rubsam, Charles W.	1017 Trinity av., N. Y. C.	90	O 03	609p	3	11	Ex	Je	P
Sapirstein, Louis	113 Bandman av., Jamaica, N. Y.	80	O 09	609p	3	12	Ex	Je	P
.....	.....	86	O 07	609p	3	11	Ex	S	P
Shapiro, Nathan	158 Lewis st., N. Y. C.	80	O 09	60x	3	12	Ex	Je	P
.....	.....	82	O 09	60x	3	12	Ex	Je	P
Tananbaum, Abraham	248 W. 112th st., N. Y. C.	88	O 09	60x	3	12	Ex	Je	P
Torrey, Winfield C.	440 E. 6th st., N. Y. C.	83	O 03	60x	3	11	Ex	S	P
Wahrman, Henry A.	244 E. 87th st., N. Y. C.	87	O 03	609p	3	12	Ex	Je	P
Webb, Thomas C.	2025 Cropsey av., Bensonhurst, Brooklyn	80	O 09	609p	3	12	Ex	Je	P
.....	.....	82	O 09	60x	3	12	Ex	Je	P
New York College of Dentistry									
Alexander, Samuel	521 E. 149th st., N. Y. C.	84	S 09	609p	3	12	Ex	Je	P
Apisdorf, Louis	10 St Mark's pl., N. Y. C.	88	O 07	609p	3	11	Ex	S	P
Arnet, Victor L.	241 W. 14th st., N. Y. C.	84	O 09	60x	3	12	Ex	Je	P
Asen, Abraham	137 Broome st., N. Y. C.	85	O 09	60x	3	12	Ex	Je	P
Ash, Samuel K.	163 W. 121st st., N. Y. C.	84	Pr. to Ja. 05	45x	3	11	Ex	S	P
Barnett, Joseph H.	580 Marcy av., Brooklyn, N. Y.	87	O 09	609p	3	12	Ex	Je	P
Beilock, David	58 E. 99th st., N. Y. C.	87	O 09	60x	3	12	Ex	Je	P
Berger, Isidore S.	870 E. 170th st., N. Y. C.	85	O 09	60x	3	12	Ex	Je	P
Bielefeld, Herman L.	108 W. 141st st., N. Y. C.	90	O 09	60x	3	12	Ex	Je	P

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NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
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			Matric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS (continued)									
New York College of Dentistry (continued)									
Blumenkranz, Moses	264 Stanton st., N. Y. C.	89	O 09	60p9	3	12	Ex	Je	P
Bornmann, Carl F.	271 Putnam av., Brooklyn, N. Y.	89	O 08	60e9	3	11	Ex	Je	H
		88	O 08	60x	3	12	Ex	Je	H
Calman, Jacob S.	149 E. 103d st., N. Y. C.	89	O 08	60x	3	12	Ex	Je	P
		84	O 09	60x	3	12	Ex	Je	P
Corbett, William M. B.	92 Hawthorne st., Brooklyn, N. Y.	77	O 08	60x	3	11	Ex	Je	P
Ecker, Morris	399 E. 8th st., N. Y. C.	86	O 08	60x	3	11	Ex	Je	P
Einsohn, Maurice	11 W. 112th st., N. Y. C.	86	O 05	60p9	3	10	Ex	Je	P
Elisberg, George J.	207 W. 123d st., N. Y. C.	88	O 08	60p9	3	11	Ex	Je	H
Fenber, Jesse	22 Mt Morris Park West, N. Y. C.	90	O 09	60p9	3	12	Ex	Je	P
		90	O 09	60p9	3	12	Ex	Je	P
Filler, Samuel H.	353A Vernon av., Brooklyn, N. Y.	89	O 08	60p9	3	11	Ex	Je	P
Fisher, Jonas	275 Lenox av., N. Y. C.	90	O 09	60e9	3	12	Ex	Je	P
Fox, Samuel	870 E. 170th st., N. Y. C.	84	O 09	60x	3	12	Ex	Je	P
Frachtman, Morris	112 E. 115th st., N. Y. C.	89	O 09	60e9	3	12	Ex	Je	P
Freeman, Abraham	354 E. 50th st., N. Y. C.	88	Je 08	60p9	3	11	Ex	Je	P
Friedman, Adolph	45 Avenue B, N. Y. C.	86	O 09	60x	3	12	Ex	Je	P
Gassen, Nathan	260 E. 116th st., N. Y. C.	80	O 09	60x	3	12	Ex	Je	P
Gerber, Jacob	104 Rivington st., N. Y. C.	90	O 09	60p9	3	12	Ex	Je	P
Goldfield, Bernard	38 W. 114th st., N. Y. C.	90	O 09	60e9	3	12	Ex	Je	P
Gordin, Louis	675 Jackson av., N. Y. C.	87	O 09	60e9	3	12	Ex	Je	P
Goldstein, Louis	501 E. 173d st., N. Y. C.	86	O 09	60x	3	12	Ex	Je	P
Goldstck, Peter	187 Manhattan av., B'klyn, N. Y.	89	S 09	60e9	3	12	Ex	Je	P
		88	O 08	60p9	3	12	Ex	Je	P
Grubin, Herman	213 Spruce st., Newark, N. J.	91	O 09	60p9	3	12	Ex	Je	P
Haas, Herman	240 Covert st., Brooklyn, N. Y.	91	S 09	60p9	3	12	Ex	Je	P
Hamilton, Joseph S.	Preston st., Ridgefield Pk., N. J.	90	O 08	60p9	3	11	Ex	Je	P
Hartman, Henry T.	2394 Creston av., N. Y. C.	85	O 09	60e9	3	12	Ex	Je	P
Hartwick, Robert C.	9 Palisade av., W. Hoboken, N. J.	89	O 08	60e9	3	11	Ex	Je	P
Hawthorn, William F.	591 Tenth av., N. Y. C.	87	O 08	60x	3	11	Ex	Je	P
Ilavac, Charles W.	240 E. 69th st., N. Y. C.	88	Pr. to Ja. 05	45x	3	12	Ex	Je	P
Raetsky, Cornelius M.	297 Fulton st., Jamaica, N. Y.	90	O 09	60e9	3	12	Ex	Je	P
Kaufmann, Joseph H.	601 W. 177th st., N. Y. C.	90	S 09	60e9	3	12	Ex	Je	P
Kaufman, Frank	167 Rivington st., N. Y. C.	87	S 09	60p9	3	12	Ex	Je	P
Kerbel, Max	594 Grand st., Brooklyn, N. Y.	85	Je 04	45x	3	11	Ex	Je	H
Kohn, Benjamin H.	43 W. 24th st., Bayonne, N. J.	90	O 08	60e9	3	11	Ex	Je	H
		90	S 09	60p9	3	12	Ex	Je	P
Koppel, Jacob	954 Second av., N. Y. C.	91	S 09	60p9	3	12	Ex	Je	P
Lehrer, Henry	646 E. 182d st., N. Y. C.	90	O 09	60p9	3	12	Ex	Je	P
Levine, Samuel	230 E. Broadway, N. Y. C.	86	O 09	60x	3	12	Ex	Je	P
Lifshutz, Alexander	224 Henry st., N. Y. C.	90	O 09	60x	3	12	Ex	Je	P
Lyons, Frank K.	183 Quincy st., Brooklyn, N. Y.	89	O 09	60e9	3	12	Ex	Je	P
Maller, Max	427 Spring st., W. Hoboken, N. J.	87	O 08	60p9	3	11	Ex	Je	P
Manne, William M.	870 E. 170th st., N. Y. C.	84	O 08	60x	3	12	Ex	Je	P
		86	O 09	60x	3	12	Ex	Je	P
Offenbach, Herman C.	124 Sumner av., Brooklyn, N. Y.	87	O 09	60x	3	12	Ex	Je	P
Osgood, Harry D.	320 E. 87th st., N. Y. C.	70	O 02	45x	3	11	Ex	Je	H
Paaswell, Benjamin	53 Woodbine st., Brooklyn, N. Y.	88	O 09	60p9	3	12	Ex	Je	H
Park, Harry N.	102 W. 93d st., N. Y. C.	79	S 98	45p9	3	04	Ex	Je	P
Pembleton, Harold W.	1101 Lexington av., N. Y. C.	89	S 09	60p9	3	12	Ex	Je	P
Perlman, Uriel	1976 Lexington av., N. Y. C.	88	O 09	60x	3	12	Ex	Je	P
Polatschek, Max	137 W. 117th st., N. Y. C.	89	O 09	60e9	3	12	Ex	Je	P
Purcell, Lawrence A.	83 Morton st., N. Y. C.	83	O 09	60p9	3	12	Ex	Je	P
Robinson, Herman D.	815 E. 167th st., N. Y. C.	88	O 09	60p9	3	12	Ex	Je	P
Rubin, Samuel	336 E. 8th st., N. Y. C.	88	O 09	60x	3	12	Ex	Je	P
Salvatore, Victor P.	447 E. 134th st., N. Y. C.	86	O 09	60p9	3	12	Ex	Je	P
Salzberg, Philip L.	523 8th st., Brooklyn, N. Y.	86	S 09	60x	3	12	Ex	Je	P
Schumacher, Frank H.	1273 Hancock st., Brooklyn, N. Y.	81	O 08	60p9	3	12	Ex	Je	H
Seldin, Alexander	1837 Madison av., N. Y. C.	82	O 08	60x	3	12	Ex	Je	P
Shankroff, Louis	343 Jefferson av., Brooklyn, N. Y.	86	O 09	60x	3	12	Ex	Je	P
		70	S 01	45x	3	12	Ex	Je	P

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NEW YORK SCHOOLS (concluded)									
New York College of Dentistry (concluded)									
Shields, William S.....	585 Jefferson av., Brooklyn, N. Y..	89	O 08	60x	3	11	Ex	S	P
Sutphen, John W.....	321 W. 53d st., N. Y. C.....	86	O 08	60pq	3	11	Ex <sup>2</sup>	Je	P
Swanson, Fritz J.....	600 W. 163d st., N. Y. C.....	75	O 01	45x	3	06	Ex <sup>2</sup>	Je	P
Teitelbaum, Harry.....	2936 W. 27th st., Brooklyn, N. Y..	83	O 08	60x	3	12	Ex	Je	P
		84	S 09	60x	3	12	Ex	Je	P
Wallach, Morris D.....	16 W. 111th st., N. Y. C.....	80	O 09	60pq	3	12	Ex	Je	P
Weissman, Harry.....	19 Eldridge st., N. Y. C.....	81	O 09	60x	3	12	Ex	Je	P
Werner, Frank W.....	208 Marcy av., Brooklyn, N. Y.....	83	O 02	45x	3	07	Ex <sup>8</sup>	Je	P
		91	S 09	60pq	3	12	Ex	Je	P
Zinsher, Isaac J.....	79 E. 7th st., N. Y. C.....	84	O 08	60pq	3	11	Ex <sup>2</sup>	S	P
		86	O 04	45x	3	12	Ex	Je	P
University of Buffalo, Dental Department									
Augenstine, James A.....	Camillus, N. Y.....	86	O 08	60pq	3	11	Ex	S	P
		72	S 05	60eq	4	12	Ex	Je	P
		89	S 09	60pq	3	12	Ex	Je	P
Bryant, Silas R.....	308 Jefferson av., Rochester, N. Y.	86	S 09	60eq	3	12	Ex	Je	P
		87	O 09	60eq	3	12	Ex	Je	P
Clark, Ethan M.....	Wellsville, N. Y.....	85	S 09	60eq	3	12	Ex	Je	P
Conklin, Frank H.....	Groton, N. Y.....	87	S 08	60x	3	12	Ex	Je	P
Conyne, George.....	Canandaigua, N. Y.....	76	S 09	60x	3	12	Ex	Je	P
Doolittle, Edgar J.....	Batavia, N. Y.....	85	S 09	60x	3	12	Ex	Je	P
Farmer, Edson J.....	1210 Michigan st., Buffalo, N. Y..	83	S 09	60eq	3	12	Ex	Je	P
		90	S 09	60eq	3	12	Ex	Je	P
Gabeler, Clyde A.....	32 4th st., Troy, N. Y.....	90	S 09	60eq	3	12	Ex	Je	P
		90	O 09	60x	3	12	Ex	Je	P
		86	O 09	60eq	3	12	Ex	Je	P
		83	Pr. to Ja. 05	45x	3	12	Ex	Je	P
Hendrick, Andrew C.....	145 Hoopes av., Auburn, N. Y.....	87	O 08	60x	3	11	Ex <sup>2</sup>	S	P
Janowitz, Alfred A.....	387 Jefferson st., Buffalo, N. Y.....	90	S 09	60x	3	12	Ex	Je	P
		88	O 09	60eq	3	12	Ex	Je	P
Martin, George H.....	569 Genesee st., Buffalo, N. Y.....	90	S 09	60x	3	12	Ex	Je	P
Maxson, Frank S.....	Adams Center, N. Y.....	89	S 09	60x	3	12	Ex	Je	P
Roneker, G. C. Olive.....	173 Fletcher st., Tonawanda, N. Y.	84	O 08	60x	3	11	Ex <sup>2</sup>	S	P
Sackett, William C.....	207½ Adams st., Rochester, N. Y.	86	O 08	60eq	3	11	Ex	S	P
		91	S 09	60eq	3	12	Ex	Je	P
		83	O 09	60eq	3	12	Ex	Je	P
Sherries, Benjamin.....	273 William st., Buffalo, N. Y.....	90	S 09	60x	3	12	Ex	Je	P
Shultz, Nicholas J.....	Cohocton, N. Y.....	90	S 09	60x	3	12	Ex	Je	P
		87	O 08	60eq	4	12	Ex	Je	P
Stanley, Vernon.....	461 Norwood av., Buffalo, N. Y.....	87	O 09	60x	3	12	Ex	Je	P
Suter, Archie B. W.....	100 W. Water st., Elmira, N. Y.....	90	S 09	60x	3	12	Ex	Je	P
Swagler, George A.....	264 Seneca st., Buffalo, N. Y.....	90	S 09	60pq	3	12	Ex	Je	P
Tallman, Harry E.....	Perry, N. Y.....	90	O 09	60pq	3	12	Ex	Je	P
		90	S 09	60x	3	12	Ex	Je	P
SCHOOLS WITHOUT THE STATE									
District of Columbia									
Georgetown University, Dental Department, Washington									
Minor, Philip E.....	253 W. 22d st., N. Y. C.....	88	O 08	60pq	3	11	Ex <sup>2</sup>	F	P
Paterson, George.....	Burke, N. Y.....	84	O 09	60x	3	12	Ex	Je	P
George Washington University, Dental Department, Washington									
Aronson, Richard.....	468 12th st., Brooklyn, N. Y.....	81	Pr. to Ja. 05	45pq	3	11	Ex <sup>2</sup>	Je	P
Illinois									
Chicago College of Dental Surgery									
Ream, Frederick K.....	1407 Masonic Temple, Chicago, Ill.	69	S 88	.....	2	90	RP	M	.....
Schoonmaker, James O.....	Urbana, Ill.....	74	O 01	45eq	3	05	RP	Jl	.....

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SCHOOLS WITHOUT THE STATE (continued)									
Illinois (concluded)									
Northwestern University Dental School, Chicago									
Campbell, Guy	242 W. 14th st., N. Y. C.	89	S 07	60pq	3	10	Ex	S	H
Yearian, Arthur O.	550 W. 157th st., N. Y. C.	74	O 93		3	96	RP	Mr	
Indiana									
Indiana Dental College, Indianapolis									
Hardy, Charles S.	Summit, N. J.	66	S 87		2	89	RP	O	
Maryland									
Baltimore College of Dental Surgery									
Ely, Gifford L.	Granville, N. Y.	89	S 07	60x	4	12	Ex	Je	F
O'Toole, Michael F. A.	220 W. Liberty st., Baltimore, Md.	88	O 09	60x	3	12	Ex	Je	F
Thomas, John D. V.	479 Fulton st., Brooklyn, N. Y.	75	O 08	60eq	3	11	Ex	F	P
		78	O 94		3	02	Ex <sup>2</sup>	Je	P
Baltimore Medical College, Dental Department									
		88	O 09	60x	3	12	Ex	Je	F
University of Maryland, Dental Department, Baltimore									
		89	O 08	60eq	3	11	Ex <sup>3</sup>	Je	F
		80	O 09	60eq	3	12	Ex	Je	F
Morris, John A.	3009 West North av., Baltimore, Md.	76	O 01	45eq	3	04	RP	N	
Massachusetts									
Boston Dental College (now Tufts College Dental School)									
Egan, Carroll A.	1101 Westchester av., N. Y. C.	71	O 91		3	94	RP	M	
Harvard University Dental School, Boston									
		89	S 09	60eq	3	12	Ex	Je	F
Tufts College Dental School, Boston									
Thayer, John P.	164 Merrimac st., Haverhill, Mass.	78	O 99	60eq	3	02	RP	Mr	
Michigan									
Detroit College of Medicine, Department of Dentistry									
Charbonneau, Henry H. A.	925 Broad st., Newark, N. J.	76	S 97	45eq	3	00	Rp	N	
University of Michigan, College of Dental Surgery, Ann Arbor									
Bertrand, Carl E.	600 E. Genesee st., Syracuse, N. Y.	89	O 08	60pq	3	11	Ex	S	P
Brewer, William N.	Prattsburg, N. Y.	88	O 09	60x	3	12	Ex	Je	P
Byrne, Martin L.	15 Adelaide st., Norwich, N. Y.	87	S 08	60x	3	11	Ex	S	P
Crandall, Joseph M.	714 E. 179th st., N. Y. C.	89	S 03	60eq	3	11	Ex <sup>3</sup>	Je	P
		90	O 09	60eq	3	12	Ex	Je	P
Fowler, Charles E.	Wolcott, N. Y.	85	S 08	60x	3	11	Ex	Je	P
Olcott, Morton D.	Canastota, N. Y.	90	O 09	60x	3	12	Ex	Je	P
Randolph, Earl F.	43 Jefferson st., Salamanca, N. Y.	87	O 07	60x	3	11	Ex	Je	P
Regan, Leo P.	Winthrop, N. Y.	82	O 08	60eq	3	11	Ex	Je	P
Spies, William F.	1 Union sq., Lincoln Bldg., N. Y. C.	80	O 99	60eq	3	02	RP	N	
Stowell, Clayton F. B.	15 E. Washington st., Chicago, Ill.	73	O 02	60eq	3	05	RP	O	
Sugnet, Charles J.	537 William st., Buffalo, N. Y.	85	S 06	60eq	3	09	Ex	F	P
Waters, Ceylon F.	Fabius, N. Y.	80	O 08	60pq	3	11	Ex	S	P
Ohio									
Ohio Medical University, Dental Department									
Rogers, Charles T.	137 N. 4th st., Steubenville, Ohio.	73	O 93		3	03	RP	Je	
Oregon									
North Pacific College of Dentistry, Portland									
Saphro, Benjamin O.	194 17th st., Brooklyn, N. Y.	87	D 04	45eq	3	12	Ex	Je	P
Pennsylvania									
Medico-Chirurgical College, Philadelphia									
Bronstein, Anatole.	62 E. 97th st., N. Y. C.	82	S 07	60pq	3	10	Ex <sup>2</sup>	S	P
		78	O 04	45pq	3	09	Ex <sup>3</sup>	Je	F

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SCHOOLS WITHOUT THE STATE (concluded)									
Pennsylvania (concluded)									
Pennsylvania College of Dental Surgery, Philadelphia									
Addelston, William M	1297 Lexington av., N. Y. C.	74	O 00	45x	5	09	Ex <sup>s</sup>	S	P
Marcy, Olin J.	925 Court st., Honesdale, Pa.	69	S 90	.....	2	92	RP	S	..
Nisley, John C.	209 Medwood st., Brooklyn, N. Y.	56	75	.....	2	77	Ot	O	..
		87	O 06	60x	3	09	Ex <sup>s</sup>	Je	F
Philadelphia Dental College									
Mathias, John J.	Olyphant, Pa.	69	O 94	.....	3	97	RP	M	..
Monroe, Frank A.	Jamestown, N. Y.	55	.....	.....	3	84	Ct	S	..
Ryan, James M.	212 W. 14th st., N. Y. C.	65	S 89	.....	2	91	RP	N	..
University of Pennsylvania, School of Dentistry, Philadelphia									
Briggs, Edgar Z.	29 Wendell av., Schenectady, N. Y.	89	S 09	60eq	3	12	Ex	Je	P
Campbell, Kenneth C.	37½ Walnut st., Newark, N. J.	88	S 08	60pq	3	11	Ex	S	..
		87	S 07	60x	3½	11	Ex	Je	..
Crowly, Alfred W.	Canandaigua, N. Y.	86	S 09	60x	3	12	Ex	Je	..
DeCamp, Ira W.	Box 5, Roseland, N. J.	87	O 05	60eq	3	11	Ex	S	..
Easton, Burt A.	41 E. 70th st., N. Y. C.	79	S 09	60x	3	12	Ex	Je	..
Ellis, J. Stanley.	Groton, N. Y.	90	S 08	60x	3	11	Ex <sup>2</sup>	S	..
Fancher, Walter E.	68 Morris st., Yonkers, N. Y.	90	S 08	60x	3	11	Ex <sup>2</sup>	S	..
Fox, Willis H.	Cobleskill, N. Y.	89	S 08	60x	3	11	Ex	S	..
Frank, Austin C.	36 Kelly av., Woodside, N. Y.	91	S 09	60eq	3	12	Ex	Je	..
Gould, Leslie A.	1204 Boyd st., Watertown, N. Y.	88	S 07	60x	3	11	Ex <sup>2</sup>	S	..
Hart, Samuel C.	46 W. 131st st., N. Y. C.	88	S 07	60eq	3	10	Ex <sup>3</sup>	S	..
Hertz, John C.	111 S. 4th st., Easton, Pa.	60	O 81	.....	2	85	RP	Mr	..
		91	S 09	60eq	3	12	Ex	Je	..
		90	S 09	60pq	3	12	Ex	Je	..
McKeon, Francis J.	187B Quail st., Albany, N. Y.	90	S 09	60pq	3	12	Ex	Je	..
Madigan, George F.	308 Main av., Passaic, N. J.	85	O 06	60pq	3	09	Ex <sup>2</sup>	S	..
Master, Edward A.	204 Flushing av., Flushing, N. Y.	88	S 08	60pq	3	11	Ex <sup>2</sup>	S	..
		89	S 09	60pq	3	12	Ex	Je	..
Michael, Reynard C.	Mellenville, N. Y.	88	S 08	60x	3	11	Ex	S	..
Middaugh, William C.	Easton, Pa.	71	O 90	.....	2	92	RP	Il	..
Prensky, William S.	809 Willoughby av., Brooklyn, N. Y.	82	04	45pq	3	08	Ex	F	..
		82	S 08	60eq	3	11	Ex <sup>2</sup>	Je	..
		91	O 09	60x	3	12	Ex	Je	..
Scully, Edward P.	135 E. 45th st., N. Y. C.	39	S 08	60eq	3	11	Ex <sup>2</sup>	S	..
Slocum, Harold S.	33 Arcade Block, Oswego, N. Y.	91	S 09	60x	3	12	Ex	Je	..
Smith, Frederick.	86 Smith st., Newburgh, N. Y.	90	S 07	60eq	3	11	Ex	S	..
		86	S 07	60eq	3	10	Ex	Je	..
Steffens, Charles.	R. F. D. 5, Canandaigua, N. Y.	89	S 09	60eq	3	12	Ex	Je	..
Sturdevant, Tracy B.	Box 93, Elmira, N. Y.	86	S 09	60x	3	12	Ex	Je	H
Sullivan, John J.	387 Greene av., Brooklyn, N. Y.	88	S 08	60eq	3	11	Ex <sup>3</sup>	F	..
Talley, Dyer B.	617 W. Onondaga st., Syracuse, N. Y.	88	O 07	60pq	3	11	Ex	S	P
Tuck, William W.	610 10th st., Brooklyn, N. Y.	91	O 09	60eq	3	12	Ex	Je	P
Vail, Clinton T.	74 Central av., Tompkinsville, N. Y.	89	S 08	60x	3	11	Ex <sup>2</sup>	S	P
Vandervoort, John C.	358 Van Houten st., Patterson, N. J.	87	O 07	60eq	3	10	Ex	S	P
Whitbeck, Clair W. V.	207 Beech st., Fulton, N. Y.	83	S 08	60x	3	11	Ex <sup>2</sup>	S	P
Wilson, Joseph E.	24 Mill River st., Stamford, Conn.	88	O 09	60pq	3	12	Ex	Je	P

Record of veterinary licensing examinations and indorsement of credentials,

August 1, 1911-July 31, 1912

Group 1, New York schools; group 2, schools in other states; group 3, schools in foreign countries

NAME	ADDRESS	Year of birth	EDUCATION				LICENSE		STAND- ING
			Preliminary		Profes- sional		Examined or indorsed	Month	
			Metric- ulated	Counts	Years	Degree			
NEW YORK SCHOOLS									
American Veterinary College, New York									
Bretherton, George C.	255 W. 126th st., N. Y. C.	74	O 91	.....	3	94	Ct	Ja	.....
Kent, John	New City, N. Y.	74	S 92	.....	2	94	Ct	Ja	.....
Robertson, Archibald K.	4 Ralph av., Brooklyn, N. Y.	58	O 84	.....	2	86	Ct	Ja	.....
Shaw, Charles W.	200 W. 78th st., N. Y. C.	60	O 90	.....	2	92	Ct	Ja	.....
New York American Veterinary College, New York University									
Amsher, Peter I.	508 E. 23d st., N. Y. C.	88	S 08	60eq	3	11	Ex <sup>a</sup>	S	F
Clark, Richard M., jr.	Cornwall-on-Hudson, N. Y.	86	S 04	30x	6	11	Ex <sup>a</sup>	S	F
Corwin, Thomas E.	148 1st st., Union Course, L. I.	85	S 04	30x	3	11	Ex <sup>a</sup>	S	F
		77	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Maxson, Wilber D.	153 W. 54th st., N. Y. C.	89	S 08	60eq	3	11	Ex <sup>a</sup>	S	F
New York College of Veterinary Surgeons									
Richards, Robert	903 Seventh av., N. Y. C.	64	S 87	.....	2	89	Ct	Ja	.....
New York State Veterinary College, Cornell University									
Banks, Ray S.	New Berlin, N. Y.	89	O 08	60x	3	11	Ex <sup>a</sup>	F	F
Birch, Raymond R.	R. F. D. 3, Ithaca, N. Y.	81	O 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Bolton, Rudolph R.	Ithaca, N. Y.	84	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Bosshart, John K.	11 Main st., Camden, N. Y.	84	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Buck, Walter C.	Livonia, N. Y.	88	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Butts, Emmett K.	Dryden, N. Y.	85	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Cohen, Jacob H.	41 Montrose av., Brooklyn, N. Y.	89	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Danziger, Max.	53 McKinley av., East Orange, N. J.	87	S 08	60p <sup>q</sup>	3	11	Ex <sup>a</sup>	S	F
Dean, Harmon G.	Dundee, N. Y.	85	O 09	60x	3	12	Ex <sup>a</sup>	Je	F
		88	O 09	60x	3	12	Ex <sup>a</sup>	Je	F
Gleason, Willard S.	Liverpool, N. Y.	89	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
		90	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
McClelland, Alfred H.	455 Ellicott st., Buffalo, N. Y.	90	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Markham, Earl S.	Constableville, N. Y.	87	O 09	60x	3	12	Ex <sup>a</sup>	Je	F
Merchant, Eustace S. D.	Deposit, N. Y.	87	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Morehouse, Walter G.	Kinderhook, N. Y.	77	O 01	30eq	4 <sup>1</sup>	07	Ex <sup>a</sup>	F	F
Morris, Charles E.	Manlius, N. Y.	87	S 08	60x	3	11	Ex <sup>a</sup>	F	F
		90	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Orth, Melvin A.	Liverpool, N. Y.	91	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Pelton, Cleveland	Cuylerville, N. Y.	87	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Scott, Robert H.	Perry, N. Y.	90	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
Simms, Robert	171 Jefferson st., Passaic, N. J.	87	S 08	60p <sup>q</sup>	3	11	Ex <sup>a</sup>	F	F
Sullivan, M. Wallace	104 Lionel av., Solvay, N. Y.	89	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
Thompson, Erastus G.	316 N. Aurora st., Ithaca, N. Y.	83	O 07	60x	3	11	Ex <sup>a</sup>	S	F
Tompkins, Leland J.	17 Dietz st., Oneonta, N. Y.	90	S 09	60x	3	12	Ex <sup>a</sup>	Ja	F
		90	S 09	60p <sup>q</sup>	3	12	Ex <sup>a</sup>	Je	F
		88	S 09	60eq	3	12	Ex <sup>a</sup>	Je	F
		88	S 09	60x	3	12	Ex <sup>a</sup>	Je	F
SCHOOLS IN OTHER STATES									
Pennsylvania									
University of Pennsylvania, School of Veterinary Medicine, Philadelphia									
		87	S 08	60eq	3	12	Ex	Je	F
SCHOOLS IN FOREIGN COUNTRIES									
Germany									
Berlin Royal Veterinary College									
		72	O 93	60eq	3 <sup>1</sup>	97	Ex	Je	F
Russia									
Russian Regiment, Felds Herr College — Tambow Veterinary University									
		64	O 84	a	b2	89	Ex <sup>a</sup>	S	F

a Preliminary education covered by professional credentials (none required prior to January, 1896).

b Five years' practice accepted for one course of lectures.

## Pharmacists licensed by examination, August 1, 1911-July 31, 1912

Group 1, New York schools; group 2, schools in other states;  
group 3, schools in foreign countries

NAME	ADDRESS	DATE OF EXAMINATION
<b>NEW YORK SCHOOLS</b>		
<i>Albany College of Pharmacy</i>		
Amo, Dennis P.	Massena, N. Y.	M 12
Balje, Richard A., jr.	6 Beaver st., Johnstown, N. Y.	S 11
Barbour, Charles H.	406 Park av., Mechanicville, N. Y.	M 12
Barhydt, James A.	48 Elm st., Schenectady, N. Y.	M 12
Bates, Roy E.	Pelham, N. Y.	M 12
Bonham, Leon H.	13 Main st., Binghamton, N. Y.	Je 12
Branch, Ralph P.	99 Linden st., Yonkers, N. Y.	M 12
Carey, Raymond T.	Greenwich, N. Y.	Je 12
Christesen, Alfred N.	60 Beaver st., Schenectady, N. Y.	M 12
Clements, William.	11 Brandywine av., Schenectady, N. Y.	F 12
Clow, H. Harden.	Coxsackie, N. Y.	F 12
Demo, Franklin J.	Massena, N. Y.	M 12
Dromey, William J.	132 Fall st., Seneca Falls, N. Y.	F 12
Dyer, Martin C.	1247 Albany st., Schenectady, N. Y.	M 12
Giaquinto, Michael.	536 Mumford st., Schenectady, N. Y.	Je 12
Goldsmith, Arthur L.	105 Union st., Schenectady, N. Y.	S 11
Graham, Edward.	427 State st., Hudson, N. Y.	M 12
Hope, Walter J. J., jr.	27 Barrett st., Schenectady, N. Y.	F 12
Kane, Leo L.	68 South st., Utica, N. Y.	M 12
Loeble, Louise D.	89 Oakwood av., Troy, N. Y.	Je 12
McClelland, Thomas E.	8 James st., Saranac Lake, N. Y.	Je 12
Maybee, Harry W.	Ellenville, N. Y.	M 12
Norton, Delos H.	797 Fifth av., Troy, N. Y.	M 12
Potter, Louis C.	Chestertown, N. Y.	F 12
Randall, Leon N.	63 Court st., Binghamton, N. Y.	S 11
Real, Francis J.	70 James st., Green Island, N. Y.	M 12
Robertson, Alice N.	Cambridge, N. Y.	F 12
Sanford, Grover B.	410 Varick st., Utica, N. Y.	S 11
Smith, Frank J., jr.	277 Clinton av., Albany, N. Y.	M 12
Smith, Patrick J.	Greenwich, N. Y.	M 12
Snyder, William A.	Mechanicville, N. Y.	Je 12
Thornton, James C.	814 E. Genesee st., Syracuse, N. Y.	S 11
Van Loan, Howard W.	Chatham, N. Y.	M 12
White, Sidney A.	Windsor, N. Y.	M 12
Wildhack, Henry J.	198 Genesee st., Utica, N. Y.	S 11
Woodruff, Charles J.	360 Orange st., Albany, N. Y.	M 12
Zeidler, Fred J.	42 Furman st., Schenectady, N. Y.	M 12
<i>Brooklyn College of Pharmacy</i>		
Aderman, Philip.	50 Pike st., N. Y. C.	Je 12
Adler, Abraham.	20 Mangin st., N. Y. C.	Je 12
Antelyes, Herman.	Seventh av. and 144th st., N. Y. C.	P 12
Arensberg, Abraham.	108 E. 2d st., N. Y. C.	M 12
Arenstein, Paul.	464 Bushwick av., Brooklyn, N. Y.	M 12
Baczyski, Adam S.	114 Eagle st., Brooklyn, N. Y.	S 11
Baron, David J.	34 Rutgers st., N. Y. C.	M 12
Belchikoff, Nathan.	1567 St Mark's av., Brooklyn, N. Y.	M 12
Belkowitz, Jacob.	329 E. 5th st., N. Y. C.	S 11
Bender, John F.	1123 Herkimer st., Brooklyn, N. Y.	Je 12
Benekson, Jacob.	653 Grand st., Brooklyn, N. Y.	M 12
Bernstein, Louis.	56 Stanton st., N. Y. C.	M 12
Berte, Joseph.	704 Fourth av., Brooklyn, N. Y.	M 12
Borker, David.	240 Court st., Brooklyn, N. Y.	M 12
Braeutigam, Frank J.	201 Wyckoff, av., Brooklyn, N. Y.	M 12
Brower, William.	67 Amboy st., Brooklyn, N. Y.	M 12
Burt, Eli.	24 St Mark's pl., N. Y. C.	M 12
Cantor, I. Chase.	7 E. 105th st., N. Y. C.	Je 12
Carlo, Michael.	46 Garfield pl., Brooklyn, N. Y.	M 12
Cohen, William.	216 Clinton st., N. Y. C.	M 12
Cooper, Harry.	75 Rivington st., N. Y. C.	M 12
Cooper, Israel.	2 Madison av., Yonkers, N. Y.	Je 12
Coppersmith, David.	304 Chester st., Brooklyn, N. Y.	M 12
Drobinski, Felix I.	211 1/2 22d st., Brooklyn, N. Y.	M 12
Edeison, Harry.	225 E. 4th st., N. Y. C.	Je 12
Eisen, Nathan.	126 Broome st., N. Y. C.	M 12



Pharmacists licensed by examination, August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	DATE OF EXAMINATION
<b>NEW YORK SCHOOLS (continued)</b>		
<i>Brooklyn College of Pharmacy (continued)</i>		
Feinstein, Abraham S.	21 E. 3d st., N. Y. C.	S 11
Feldman, Jacob	182 Canal st., N. Y. C.	F 12
Ferrone, Filippo	327 E. 11th st., N. Y. C.	F 12
Fich, Assir N.	1504 Lexington av., N. Y. C.	Je 12
Friedman, Charles	245 E. 13th st., N. Y. C.	F 12
Gitelmacher, Max	188 E. New York av., Brooklyn, N. Y.	Je 12
Glaser, Julius	175 E. 105th st., N. Y. C.	M 12
Glassgold, David	167 Starr st., Brooklyn, N. Y.	M 12
Glusman, Lewis	149 E. Houston st., N. Y. C.	M 12
Gold, Simon	1292 Park av., N. Y. C.	M 12
Goldenring, Samuel	238 E. 116th st., N. Y. C.	Je 12
Goldstein, Benjamin	1650 Lexington av., N. Y. C.	Je 12
Goldstein, Joseph	9 W. 112th st., N. Y. C.	M 12
Gooberman, Jacob	257 Broome st., N. Y. C.	M 12
Gordon, Jacob	205 W. 148th st., N. Y. C.	M 12
Gordon, William	368 Dumont av., Brooklyn, N. Y.	Je 12
Guernsey, Charles S.	Katonah, N. Y.	Je 12
Harkavy, Jacob	425 Grand st., N. Y. C.	Je 12
Harvey, William A.	26 St Andrews pl., Brooklyn, N. Y.	M 12
Hersberg, Morris	290 Christopher av., Brooklyn, N. Y.	M 12
Horwitz, Solomon	1515 Fulton av., N. Y. C.	Je 12
Indursky, Hyman	280 So. 2d st., Brooklyn, N. Y.	M 12
Itkind, Joseph	265 Madison st., N. Y. C.	F 12
Kahn, Nathan	202 Bay 23d st., Brooklyn, N. Y.	Je 12
Kalen, Frank	87 Cook st., Brooklyn, N. Y.	M 12
Kaminsky, Samuel	24 Ames st., Brooklyn, N. Y.	M 12
Kanner, Morris	141 Second av., N. Y. C.	M 12
Kanter, Herman M.	541 Boulevard, Rockaway Beach, L. I.	M 12
Kassebaum, Henry J. J.	216 Logan st., Brooklyn, N. Y.	F 12
Katz, Maurice	102 Williams av., Brooklyn, N. Y.	F 12
Kniznik, Solomon	292 Brook av., N. Y. C.	M 12
Korowitz, Max	170 Madison st., N. Y. C.	Je 12
Kroll, William	99 1st st., N. Y. C.	Je 12
Kunkin, Abie	176 Chester st., Brooklyn, N. Y.	Je 12
Landres, Jacob	308 Alabama av., Brooklyn, N. Y.	M 12
Lazaroff, William	530 E. 138th st., N. Y. C.	M 12
Lemelson, Lemuel M.	83 Marion st., Brooklyn, N. Y.	F 12
Lesser, Abe	398 Grand st., N. Y. C.	M 12
Levine, Abraham	1415 E. New York av., Brooklyn, N. Y.	M 12
Levy, Louis J.	310 E. 4th st., N. Y. C.	M 12
Levy, Moe	310 E. 4th st., N. Y. C.	M 12
Lewis, Charles V.	146 Woodruff av., Brooklyn, N. Y.	Je 12
Lipow, Samuel	146 Prospect av., Brooklyn, N. Y.	N 12
Liva, Paolo F.	207 19th st., Brooklyn, N. Y.	F 12
McCourt, Cornelius S.	Marlborough, N. Y.	Je 12
McDonnell, Henry C.	Box 241, Lee, Mass.	M 12
Malis, Isidore	354 Cypress av., N. Y. C.	Je 12
Markman, Morris	84 Avenue B, N. Y. C.	Je 12
Meerowitz, David	477 Schenck av., Brooklyn, N. Y.	M 12
Mendelsohn, Morris	184 Stuyvesant av., Brooklyn, N. Y.	M 12
Mirsky, Rubin	274 First av., N. Y. C.	F 12
Morvillo, Giulio	423 Park av., Brooklyn, N. Y.	M 12
Moseley, Roy T.	Walden, N. Y.	M 12
Naswich, Samuel	67 W. 138th st., N. Y. C.	M 12
Neham, Samuel	316 E. 105th st., N. Y. C.	Je 12
Neier, Charles N.	162 Schenectady av., Brooklyn, N. Y.	M 12
Ortenberg, Fred	528 Willoughby av., Brooklyn, N. Y.	S 11
Ostroff, Albert	1217 42d st., Brooklyn, N. Y.	M 12
Pachter, Nathan	46 Avenue B, N. Y. C.	M 12
Pecker, Ralph	368 Dumont av., Brooklyn, N. Y.	M 12
pinkoffsky, Samuel	59 Jefferson st., N. Y. C.	M 12
polakoff, Abraham	220 Hart st., Brooklyn, N. Y.	S 11
polonsky, Benedict	1648 Bath av., Brooklyn, N. Y.	Je 12
popkin, Max	59 E. 104th st., N. Y. C.	S 11
Praisner, Olga	566 Sutter av., Brooklyn, N. Y.	M 12
Reiter, Mayer	571 Cleveland st., Brooklyn, N. Y.	M 12
Ricker, Charles H.	731 Chauncey st., Brooklyn, N. Y.	Je 12
Ronkin, Nathan	1608 Madison av., N. Y. C.	M 12
Roochvarg, Elias	590 Dumont av., Brooklyn, N. Y.	M 12
Roscoe, George A.	1880 Flatbush av., Brooklyn, N. Y.	M 12

## Pharmacists licensed by examination, August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	DATE OF EXAMINATION
<b>NEW YORK SCHOOLS (continued)</b>		
<i>Brooklyn College of Pharmacy (concluded)</i>		
Rosoff, Jacob	54 E. 109th st., N. Y. C.	M 12
Rossi, Donato	446 W. 38th st., N. Y. C.	S 11
Rothman, Max	159 S. 2d st., Brooklyn, N. Y.	Je 12
Rothstein, Morris	34 St Mark's pl., N. Y. C.	S 11
Saltz, David	1722 Bathgate av., N. Y. C.	S 11
Sans, John	184 Columbia st., Brooklyn, N. Y.	M 12
Samuels, Louis	533 Van Sicklen av., Brooklyn, N. Y.	M 12
Sepe, Camillo	123 Navy st., Brooklyn, N. Y.	Je 12
Shalit, Charles	91 Debevoise st., Brooklyn, N. Y.	M 12
Shearer, Gregory	447 E. 9th st., N. Y. C.	M 12
Sherman, Solomon	106 Norfolk st., N. Y. C.	M 12
Shuloff, Rose	182 Manhattan av., Brooklyn, N. Y.	S 11
Teitelbaum, David	49 Christopher av., Brooklyn, N. Y.	M 12
Wax, Max	88 E. 4th st., N. Y. C.	M 12
Welton, Walter S.	129 Clermont av., Brooklyn, N. Y.	M 12
Wiener, Philip	668 DeKalb av., Brooklyn, N. Y.	M 12
<i>Buffalo College of Pharmacy</i>		
Andersen, Ralph	Chautauqua, N. Y.	M 12
Armstrong, Fred L.	149 W. Ferry st., Buffalo, N. Y.	Je 12
Barber, Grover C.	302 Center st., Solvay, N. Y.	Je 12
Bliss, Seymour H.	35 N. Pearl st., Buffalo, N. Y.	Je 12
Burch, Frederick R.	785 Ellicott st., Buffalo, N. Y.	Je 12
Campbell, Archie W.	191 Allen st., Buffalo, N. Y.	Je 12
Clark, J. Raymond	Homer, N. Y.	S 11
Colling, Albert H.	Elmwood & Bryant st., Buffalo, N. Y.	Je 12
Cottrill, Lorne P.	400 Forest av., Buffalo, N. Y.	Je 12
Courneen, James J.	Lyons, N. Y.	Je 12
Cummings, Marvin W.	East Aurora, N. Y.	Je 12
Donovan, James A.	50 Allen st., Buffalo, N. Y.	S 11
Englehardt, Ralph W.	371 N. Morgan st., Buffalo, N. Y.	Je 12
Fraser, Donald M.	Lyndonville, N. Y.	Je 12
Fries, Arthur G.	7 Fremont st., Tonawanda, N. Y.	Je 12
Fuller, Everett A.	216 N. Broad st., Norwich, N. Y.	S 11
Gilson, Pascal L.	259 James st., Syracuse, N. Y.	Je 12
Hamburg, Florence B.	951 Genesee st., Rochester, N. Y.	Je 12
Jones, Freligh	Ovid, N. Y.	Je 12
Momeyer, Gilbert C.	319 Sassafras st., Erie, Pa.	Je 12
Neubauer, Bela L.	101 Falls st., Niagara Falls, N. Y.	S 11
Nowicki, Alexius C.	1105 Broadway, Buffalo, N. Y.	S 11
Orotolani, Enrico	120 Erie st., Buffalo, N. Y.	S 11
Oyer, Edward J.	Central Y. M. C. A., Buffalo, N. Y.	S 11
Parsons, Roger S.	Liberty, N. Y.	Je 12
Penfield, Harold W.	195 W. Delavan st., Buffalo, N. Y.	Je 12
Ruston, Clarence T.	210 Westcott st., Syracuse, N. Y.	Je 12
Saalwachter, John M.	73 2d st., Rochester, N. Y.	Je 12
Shippey, Ellery D.	New Berlin, N. Y.	Je 12
Stevens, Leon F.	Friendship, N. Y.	S 11
Stoddard, John T.	161 Prospect av., Buffalo, N. Y.	F 12
Sullivan, Thomas W.	42 Oak st., Wellsville, N. Y.	F 12
Young, W. Carleton	417 Victory av., Lackawanna, N. Y.	Je 12
<i>College of Pharmacy of the City of New York</i>		
Abell, Harry B.	75 W. 68th st., N. Y. C.	M 12
Alliton, George W.	115 W. 64th st., N. Y. C.	S 11
Alterman, Samuel J.	39 S. Bleecker st., Mt Vernon, N. Y.	M 12
Appelbaum, Samuel	134 E. 104th st., N. Y. C.	S 11
Aronowitch, Boris	287 Henry st., N. Y. C.	Je 12
Auchempagh, Elmer	225 95th st., Brooklyn, N. Y.	F 12
Barone, Vincent	30 Goerck st., N. Y. C.	Je 12
Beck, Joshua	548 W. 124th st., N. Y. C.	M 12
Becker, David	819 McLean av., Yonkers, N. Y.	M 12
Berning, Bernhard H.	Marble Hill, Kings Bridge, N. Y. C.	F 12
Bialo, Emanuel	6 E. 108th st., N. Y. C.	M 12
Bloom, Fay	16 E. 107th st., N. Y. C.	Je 12
Boehme, Louis F.	536 W. 187th st., N. Y. C.	S 11
Bongartz, Joseph T.	1909 Greene st., Philadelphia, Pa.	F 12
Braswell, Idelle S.	1483 Dean st., Brooklyn, N. Y.	M 12
Breslaw, Hirsch	182 E. 101st st., N. Y. C.	M 12

Pharmacists licensed by examination, August 1, 1911-July 31, 1912 (continued)

NAME	ADDRESS	DATE OF EXAMINATION
<b>NEW YORK SCHOOLS (concluded)</b>		
<i>College of Pharmacy of the City of New York (concluded)</i>		
Calvelli, Eugene.....	2170 Second av., N. Y. C.....	M 12
Canton, David.....	725 Cauldwell av., N. Y. C.....	Je 12
Clark, Robert.....	East Northport, N. Y.....	M 12
Coleman, Frank D.....	19 Monmouth av., Dover, N. J.....	S 11
Davidson, Morris.....	465 E. 174th st., N. Y. C.....	M 12
Davis, Jacob.....	543 Wendover av., N. Y. C.....	M 12
Deffaa, George C.....	2174 Hughes av., N. Y. C.....	M 12
DeLucia, Fiore.....	222 E. 150th st., N. Y. C.....	M 12
DePasquale, Michael.....	423 E. 115th st., N. Y. C.....	M 12
Dickie, George W.....	25 Atno av., Morristown, N. J.....	S 11
Domovsky, Solomon.....	4223 Third av., Brooklyn, N. Y.....	S 11
Driesen, Charles N.....	520 W. 139th st., N. Y. C.....	M 12
Druss, Louis A.....	1378 Webster av., N. Y. C.....	M 12
Efthimios, Efthimios.....	180th st. & Third av., N. Y. C.....	M 12
Falke, Leopold L.....	5316 13th av., Brooklyn, N. Y.....	M 12
Finck, John L.....	337 Lenox road, Brooklyn, N. Y.....	F 12
Finkelstein, Alexander S.....	16 W. 117th st., N. Y. C.....	M 12
Freeman, Maxwell R.....	320 E. 87th st., N. Y. C.....	M 12
Giordano, Frank.....	150 Central Park W., Rochester, N. Y.....	M 12
Goido, Robert W.....	105 E. 116th st., N. Y. C.....	M 12
Gorodess, Israel.....	1490 Washington av., N. Y. C.....	M 12
Greenbaum, Sol.....	219 E. 7th st., N. Y. C.....	S 11
Greenstein, Henry B.....	1576 Madison av., N. Y. C.....	M 12
Greenwood, Samuel JB.....	380 Broad st., Newark, N. J.....	S 11
Greines, Rose E.....	168 Rivington st., N. Y. C.....	S 11
Hamelin, Bertram JA.....	St Regis Falls, N. Y.....	F 12
Herschkowitz, Henry.....	161 E. 103d st., N. Y. C.....	M 12
Iannotti, Osvaldo.....	603 Morris av., N. Y. C.....	M 12
Kantor, Morris.....	489 E. 169th st., N. Y. C.....	F 12
Kipp, Ernest E.....	75 W. 68th st., N. Y. C.....	F 12
Klein, Julius.....	124 W. 102d st., N. Y. C.....	M 12
Laccorn, Paul E.....	144 E. 82d st., N. Y. C.....	S 11
LaGambina, Caesar E.....	321 E. 14th st., N. Y. C.....	F 12
LaGambina, Gaetano.....	321 E. 14th st., N. Y. C.....	M 12
Lapetina, Antonio.....	507 E. 118th st., N. Y. C.....	M 12
Lawson, Alexander E.....	Rockville Center, N. Y.....	F 12
Leonhardt, Louis H.....	455 Pulaski st., Brooklyn, N. Y.....	M 12
Linford, L. George.....	6 Clements st., Liberty, N. Y.....	S 11
Lounsbury, Richard.....	5 Washington pl., Newburgh, N. Y.....	Je 12
McDaniel, Hughett K.....	75 W. 68th st., N. Y. C.....	M 12
Madonna, Gioacchino.....	197 Mulberry st., N. Y. C.....	M 12
Manashow, Isidore.....	347 Cherry st., N. Y. C.....	M 12
Marquez, Bolivar.....	253 W. 127th st., N. Y. C.....	F 12
Mattia, Antonio O.....	507 E. 118th st., N. Y. C.....	M 12
Mesiano, Pasquale.....	77 Mulberry st., N. Y. C.....	M 12
Mirando, John W.....	301 E. 104th st., N. Y. C.....	M 12
Moore, William S.....	352 Liberty st., Newburgh, N. Y.....	Je 11
Müller, Henry.....	1292 Prospect av., Brooklyn, N. Y.....	S 11
Mussen, Silas W.....	489 Broadway, Newburgh, N. Y.....	M 12
Oehlers, Herbert C.....	424 E. 15th st., N. Y. C.....	M 12
Pipino, Antonio A.....	2203 1st av., N. Y. C.....	M 12
Postrelka, Israel L.....	331 E. 100th st., N. Y. C.....	M 12
Realbuto, Louis.....	513 E. 13th st., N. Y. C.....	Je 12
Robinson, Pauline M.....	20 E. 100th st., N. Y. C.....	M 12
Romano, Andrew A.....	299 E. 107th st., N. Y. C.....	S 11
Roth, Isadore.....	132 N. 1st st., Brooklyn, N. Y.....	M 12
Savarese, Louis.....	5 Cornelius st., N. Y. C.....	Je 12
Schauer, Carl E. F.....	36 Broadway, Bayonne, N. J.....	M 12
Schroeder, Otto L.....	284 Wadsworth av., N. Y. C.....	M 12
Seligsohn, Max.....	52 E. 98th st., N. Y. C.....	M 12
Selkin, Carl.....	756 Trinity av., N. Y. C.....	M 12
Shafan, Julius J.....	1497 Madison av., N. Y. C.....	J 12
Sicular, Myron.....	14 E. 111th st., N. Y. C.....	M 12
Simon, Gustav.....	189 W. 136th st., N. Y. C.....	M 12
Sipple, Charles E.....	1414 Amsterdam av., N. Y. C.....	M 12
Smallman, James, jr.....	Highland Falls, N. Y.....	M 12
Strehl, Frank P.....	315 Van Houten st., Paterson, N. J.....	M 12
Ulanoff, Frances.....	648 E. 183d st., N. Y. C.....	M 12
Weil, Monroe H.....	1520 Webster av., N. Y. C.....	F 12
Zucker, Benjamin F.....	126 Washington st., Hoboken, N. J.....	F 12

## Pharmacists licensed by examination, August 1, 1911-July 31, 1912 (concluded)

NAME	ADDRESS	DATE OF EXAMINATION
<b>SCHOOLS IN OTHER STATES</b>		
<b>Maryland</b>		
<i>University of Maryland</i>		
Lombard, Nicholas T.....	931 E. Baltimore st., Baltimore, Md.....	S 11
<b>Michigan</b>		
<i>University of Michigan</i>		
Hubbard, Burdett F., jr.....	42 E. Main st., Norwich, N. Y.....	S 11
<b>Pennsylvania</b>		
<i>Philadelphia College of Pharmacy</i>		
Farrell, Walter J.....	48 Arch st., Lestershire, N. Y.....	F 12
Greenawalt, William G.....	Penn. Station Drug Co., N. Y. C.....	S 11
Muthig, Charles.....	325 Wager st., Utica, N. Y.....	S 11
Riley, John A.....	301 Livingston st., Brooklyn, N. Y.....	Je 12
Rovner, Israel.....	715 Avenue M., Brooklyn, N. Y.....	S 11
Shaker, Elias.....	50 S. Bridge st., Poughkeepsie, N. Y.....	F 12
<b>SCHOOLS IN FOREIGN COUNTRIES</b>		
<b>Italy</b>		
<i>University of Naples</i>		
Orefice, Antonio.....	526 Second av., N. Y. C.....	Je 12
Passannante, Pasquale.....	337 E. 109th st., N. Y. C.....	F 12
<b>Syria</b>		
<i>Syrian Protestant College, Beirut</i>		
Tourtoulis, Phocion M.....	281 Seventh av., N. Y. C.....	M 12

Druggists licensed by examination August 1, 1911-July 31, 1912

NAME	ADDRESS	DATE OF EXAMINATION
Austin, Edwin E.	Spencerport, N. Y.	S 11
Bacon, Charles A.	7708 Third av., Brooklyn, N. Y.	Je 12
Baker, William W.	1440 Michigan st., Buffalo, N. Y.	Je 12
Barber, Grover C.	441 Franklin st., Buffalo, N. Y.	Je 12
Barlow, Joseph H.	365 George st., New Brunswick, N. J.	Je 12
Barnetson, Alfred W.	20 E. Eagle st., Buffalo, N. Y.	Je 12
Bass, John F.	231 Hampshire st., Buffalo, N. Y.	Je 11
Berdich, Joseph	21 Lawton st., New Rochelle, N. Y.	Je 11
Bigelow, Orrin O.	162 Irving av., Brooklyn, N. Y.	Je 12
Bliven, Raymond E.	31 West st., Albany, N. Y.	Je 12
Boyer, Ralph N.	286 7th st., Buffalo, N. Y.	Je 12
Braunschweiger, Paul C.	181 Early st., Wellsville, N. Y.	Je 12
Bremer, Harry W.	305 Robin st., Dunkirk, N. Y.	Je 12
Calvelli, George	2170 Second av., N. Y. C.	M 12
Campbell, Archie W.	828 Elmwood av., Buffalo, N. Y.	Je 12
Christensen, Carl C.	83 Irving av., Brooklyn, N. Y.	Je 12
Christian, Edgar P.	34 Lawn av., New Rochelle, N. Y.	Je 11
Considine, John M.	1200 Main st., Buffalo, N. Y.	Je 12
Covey, William H.	Chatham, N. Y.	M 12
Cramer, Benjamin A.	60 Oakman st., Rochester, N. Y.	Je 11
Cummings, Marvin W.	135 Park pl., East Aurora, N. Y.	Je 11
Davey, Floyd I.	Cicero, N. Y.	Je 11
Downes, Frank L.	3 Cherry st., Binghamton, N. Y.	M 12
Eddy, Volora D.	124 Alsace av., Buffalo, N. Y.	Je 12
Elkins, Harold C.	75 W. 68th st., N. Y. C.	Je 12
Ells, Arthur A.	3 Phelps av., Rochester, N. Y.	Je 12
Flanagan, Clark H.	12 Charlotte st., Binghamton, N. Y.	M 12
Flannery, Michael F.	115 Chippewa st., Buffalo, N. Y.	Je 12
Frank, Chester W.	272 Prospect av., Buffalo, N. Y.	Je 12
Fraser, Donald M.	120 N. Pearl st., Buffalo, N. Y.	Je 12
Ginzbourg, Leo	1061 Broadway, Buffalo, N. Y.	M 12
Hadsell, Clair E.	45 N. Pearl st., Buffalo, N. Y.	Je 12
Hargest, Archibald T.	110 Richardson st., Syracuse, N. Y.	M 12
Helgren, Glen T.	22 Hall av., Jamestown, N. Y.	M 12
Hitzelberger, Walter F.	10 York st., Utica, N. Y.	Je 12
Hutton, Alton E.	75 W. 68th st., N. Y. C.	Je 12
Irwin, Frank W.	703 Second av., Troy, N. Y.	Je 11
Jayne, Arthur L.	Main st., LaSalle, N. Y.	M 12
Johnson, Oscar F.	Warren, Pa.	Je 12
Jones, Freleigh	1148 Main st., Buffalo, N. Y.	Je 12
Kramer, Andrew	56 Poplar av., Buffalo, N. Y.	M 12
Lauster, Gustave J.	1148 Main st., Buffalo, N. Y.	Je 12
LaVine, Jacob A.	75 Chatham st., Rochester, N. Y.	Je 12
McManaway, Henry W.	218 Mohawk av., Scotia, N. Y.	Je 12
McNamara, William	267 Hudson st., Buffalo, N. Y.	Je 12
Mead, Paul A.	Chittenango, N. Y.	M 12
Miller, William F.	1907 Boston road, N. Y. C.	Je 12
Morris, Will W.	33 W. Tupper st., Buffalo, N. Y.	M 12
Musumeci, Benjamin	175 Central Park, Rochester, N. Y.	Je 12
Nolan, Thomas M.	59 State st., Auburn, N. Y.	Je 12
Noyes, Harry F.	New Berlin, N. Y.	M 12
Osborne, Archie M.	27 E. Bridge st., Oswego, N. Y.	Je 12
Osborne, Reginald P.	57 W. 11th st., N. Y. C.	Je 11
Pangburn, John W. Jr.	137 Broadway, Rensselaer, N. Y.	Je 12
Patterson, George F.	288 Main st., Poughkeepsie, N. Y.	Je 12
Peterson, Albert	17 Glenwood av., Buffalo, N. Y.	Je 12
Pierson, James W.	502 Crane st., Schenectady, N. Y.	M 12
Polonsky, Evel	1061 Broadway, Buffalo, N. Y.	M 12
Port, Earl B.	Care of Brandhorth's Phar., Schenectady, N. Y.	M 12
Promisloff, Harry	30th st. & Sixth av., N. Y. C.	Je 12
Richardson, Sarah	Cambridge, N. Y.	M 12
Roon, Leo	Port Washington, N. Y.	Je 12
Ruane, Edward T.	74 Lancaster st., Cohoes, N. Y.	Je 12
Ryer, Joseph S.	117 Jefferson st., Buffalo, N. Y.	S 11
Shippey, Ellery D.	New Berlin, N. Y.	Je 12
Sigrist, John R.	Millerton, N. Y.	Je 12
Stewart, Harry J.	1148 Main st., Buffalo, N. Y.	Je 12
Stone, Erling F.	1801 Bailey av., Buffalo, N. Y.	Je 12
Thompson, Ray D.	500 14th st., Watervliet, N. Y.	M 12
Turner, Joseph I. T.	207 Forest av., Brooklyn, N. Y.	Je 12
Ulrich, Richard J.	402 Cedar av., Niagara Falls, N. Y.	Je 12
Unverhau, Curt	Westbury, N. Y.	Je 12
Wallace, R. Schofield	64 S. Broad st., Norwich, N. Y.	Je 12
Webster, Charles D.	374 Broadway, Buffalo, N. Y.	Je 12
Wheeler, Frederick P.	Prattsburg, N. Y.	Je 12
Wilson, Henry M.	1200 Main st., Buffalo, N. Y.	Je 12
Young, W. Carleton	34 Laurel st., Buffalo, N. Y.	F 12
Zoller, Glenn M.	Alexandria Bay, N. Y.	M 12

## Record of examinations for optometrists, August 1, 1911-July 31, 1912

Group 1, New York schools; Group 2, schools in foreign countries

NAME	ADDRESS	Year of birth	EDUCATION				CERTIFICATE		STAND- ING	
			Preliminary		Professional		Examination	Month		
			Matric- ulated	Counts	Months	Date of graduation				
NEW YORK SCHOOLS										
Columbia University, New York City										
.....	.....	91	.....	10	60eq	16	12	Ex	Je	F
.....	.....	91	.....	10	30eq	16	12	Ex	Je	F
Parsons, Albert E.....	801 E. 23d st., Erie, Pa.....	86	.....	10	30eq	16	12	Ex	Je	F
Rath, Troilus C....	225 E. Main st., Jackson, Mich ..	88	.....	10	60eq	16	12	Ex	Je	F
.....	.....	82	.....	10	60eq	16	12	Ex	Je	F
Rochester School of Optometry										
.....	.....	84	S 09	30eq	18	11	Ex <sup>4</sup>	Je	F	
SCHOOLS IN FOREIGN COUNTRIES										
England										
British Optical Association, London										
MacGeoghegan, Michael J.....	Weehawken Heights, N. J....	79	Je04	30eq	15	....	Ex <sup>2</sup>	S	P	

Admitted to examination on three years' study in the office of a registered optometrist

NAME	ADDRESS	Year of birth	Pre. education	LICENSE		STAND- ING
				Examination	Month	Average
.....	.....	80 83	30eq 45x	Ex <sup>2</sup> Ex <sup>4</sup>	F Je	F F

Certificates to practise optometry were issued to the following August 1, 1911-July 31, 1912, under Laws of 1908, chapter 460 (public health law, 1909, chapter 49)

NAME	ADDRESS	DATE OF CERTIFICATE
Comer, William P . . . . .	10 Maiden lane, N. Y. C. . . . .	August 1911
Kauderer, Jacob.....	600 Broadway, Brooklyn, N. Y. . . . .	May 1912
Wick, Frank J. . . . .	647 Seventh av, Astoria, N. Y. . . . .	aJuly 1911
Williams, Francis A . . . . .	150 Nassau st., N. Y. C.....	aJuly 1911

a These two names should have appeared in last year's report. They were counted in the number of waivers issued

**Public accountants certified after successful examination, August 1, 1911-  
July 31, 1912**

NAME	ADDRESS	Year of birth	Preliminary education	Examination
Asch, Burnham.....	135 W. 142d st., N. Y. C.....	85	60pq	F 6
Beach, Harold V.....	215 W. 23d st., N. Y. C.....	87	60eq	F 6
aBenson, Philip A.....	44 Liberty av., New Rochelle, N. Y.....	81	60x	F 2
Bourke, Raymond W.....	96 Martense st., Brooklyn, N. Y.....	82	60pq	F 2
Braman, Bert C.....	518 W. 135th st., N. Y. C.....	70	60x	F 2
aBreyer, Edwin W.....	54 St Nicholas av., N. Y. C.....	76	60x	F 2
Chambers, Frederick D.....	43 Second pl., Brooklyn, N. Y.....	78	60pq	F 2
Colley, Frederick G.....	61 Willett st., Jamaica, N. Y.....	72	60x	F 2
Cowan, James D.....	32 Nassau st., N. Y. C.....	87	60eq	F 2
aDouglas, William W.....	215 W. 23d st., N. Y. C.....	69	60x	F 3
Fitch, Stanley G. H.....	30 Broad st., N. Y. C.....	76	60eq	F 3
Freeman, Benjamin.....	197 S. 3d st., Brooklyn, N. Y.....	85	60eq	F 3
Geller, Bernard M.....	160 W. 141st st., N. Y. C.....	83	60pq	F 3
aGoldberg, William H.....	369 Vernon av., Brooklyn, N. Y.....	88	60x	F 3
Greeley, Harold D.....	2 Rector st., N. Y. C.....	82	60eq	F 3
aGross, Louis.....	63 W. 115th st., N. Y. C.....	87	60pq	F 3
aHaight, Harry H.....	174 S. 12th st., Newark, N. J.....	76	60pq	F 3
Hickey, John F.....	182 Prospect Park, W., Brooklyn, N. Y.....	74	60x	F 3
Koch, John H.....	21 High st., Glen Ridge, N. J.....	80	60pq	F 9
aKottenmann, William C.....	19 Cooper st., Brooklyn, N. Y.....	90	60pq	F 9
aLachenbruch, Milton C.....	202 Mt Hope pl., N. Y. C.....	86	60pq	F 9
Loewenwarter, Paul L.....	458 E. 2d st., Brooklyn, N. Y.....	63	60eq	F 2
aMcAllister, Edward A.....	518 17th st., Brooklyn, N. Y.....	81	60x	F 3
McPike, Edward J.....	400 Henry st., Brooklyn, N. Y.....	82	60eq	F 3
aMehl, Joseph J.....	20 Vesey st., N. Y. C.....	89	60pq	F 5
Merrill, Leon A.....	537 8th st., Brooklyn, N. Y.....	65	60x	F 5
Moldenhauer, Frederick W.....	287 W. 4th st., N. Y. C.....	70	60eq	F 3
Nicklas, Charles A.....	104 W. 84th st., N. Y. C.....	86	60pq	F 3
aSchnackenberg, John H.....	30 Church st., N. Y. C.....	85	60x	F 3
Scudder, Lawrence W.....	55 Wall st., N. Y. C.....	87	60eq	F 4
Snoke, Charles R.....	170 Hicks st., Brooklyn, N. Y.....	86	60pq	F 4
Wade, Edie B.....	575 W. 159th st., N. Y. C.....	82	60x	F 4
aWard, Burt C.....	114 Montague st., Brooklyn, N. Y.....	82	60eq	F 4
White, James F.....	314 Madison av., N. Y. C.....	76	60x	F 2
aYoung, Eugene V.....	784 Elton av., N. Y. C.....	75	60eq	F 6

a Awaiting decision of board.

b Preliminary waived by Board of Regents, February 1912



Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS				
Albany Hospital				
Bielby, Mary G.....	Bradford Hosp., Bradford, Pa.....	00	.....	Ap 12
Cameron, Harriet C.....	282 Hudson av., Albany, N. Y.....	12	Je 12	.....
Doran, Martha A. M. W.....	404 Broadway, Albany, N. Y.....	98	.....	Mr 12
Gray, Frances.....	Albany Hosp., Albany, N. Y.....	12	Je 12	.....
Greene, Ellen A.....	30 S. Hawk st., Albany, N. Y.....	11	F 12	.....
Langford, Katherine.....	Valatie, N. Y.....	11	F 12	.....
Rundell, Susan A.....	252 Delaware av., Albany, N. Y.....	12	Je 12	.....
Ryan, Anna M.....	84 Dove st., Albany, N. Y.....	11	Je 12	.....
Amsterdam City Hospital				
Corcoran, Mary G.....	City Hosp., Amsterdam, N. Y.....	12	Je 12	.....
Aurelia Osborn Fox Memorial Hospital, Oneonta				
Aney, Rose E.....	Oneonta, N. Y.....	12	Je 12	.....
Johnson, Myrtle M.....	2 Forest av., Oneonta, N. Y.....	12	Je 12	.....
Simmons, Maryette.....	Oneonta, N. Y.....	12	Je 12	.....
Bellevue Hospital Training School, New York				
Allebach, Blanche.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Allen, Cornelia.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Atkinson, Florence B.....	100 W. 57th st., N. Y. C.....	12	F 12	.....
Cowell, Laura B.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Damoth, Bertha E.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Dawson, Jennie A.....	426 E. 26th st., N. Y. C.....	11	Je 12	.....
Driscoll, Katherine T.....	42 Winthrop st., Medford, Mass.....	12	F 12	.....
Dunn, Katherine A.....	Willard Parker Hosp., N. Y. C.....	12	F 12	.....
Duval, Arbutus E.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Flint, Ella M.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Fuchs, Johanna.....	115 West 84th st., N. Y. C.....	11	Je 12	.....
Gallagher, Hester E.....	426 E. 26th st., N. Y. C.....	12	Je 12	.....
Giersch, Clara M.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Gilboy, Margaret.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Grant, Loretta.....	426 E. 26th st., N. Y. C.....	10	F 12	.....
Grass, Annie E.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Hodges, Ruth L.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Hosken, Beatrice.....	440 E. 26th st., N. Y. C.....	11	Je 12	.....
Hoskins, Sallie D.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Hurley, Ruth.....	1516 29th st., N. W., Washington, D. C.....	12	Je 12	.....
Huxtable, Gertrude A.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Hylund, Hilda A.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Jackson, Hilda C.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Kelley, Maud C.....	Skaneateles, N. Y.....	12	Je 12	.....
McInerney, Agnes C.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Montfort, Sarah G.....	1374 Union st., Brooklyn, N. Y.....	86	.....	Je 12
O'Connell, Mary V.....	Bellevue Training School, N. Y. C.....	12	Je 12	.....
Rottman, Marian.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Saunderson, Mary E. J.....	502 W. 151st st., N. Y. C.....	12	F 12	.....
Snider, Sadie M.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Stephenson, Beatrice.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Stull, Mildred M.....	440 E. 26th st., N. Y. C.....	12	F 12	.....
Sweeney, Sadie J.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Sweet, Ethel E.....	Long Island College Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Tracy, Catherine A.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Ulmer, Florence H.....	440 E. 26th st., N. Y. C.....	12	Je 12	.....
Ward, Kate.....	Kingston av. Hosp., Brooklyn, N. Y.....	86	.....	Mr 12
Beth Israel Hospital, New York				
Brenner, Lottie.....	70 E. 118th st., N. Y. C.....	09	Je 12	.....
Daniels, Fanny.....	544 Blake av., Brooklyn, N. Y.....	10	Je 12	.....
Felder, Charlotte.....	1360 Washington av., N. Y. C.....	09	Je 12	.....
Kelmansky, May.....	146 W. 104th st., N. Y. C.....	11	F 12	.....
Lieberson, Eva.....	1383 Fifth av., N. Y. C.....	11	Je 12	.....
Margolis, Annie.....	203 E. Broadway, N. Y. C.....	12	Je 12	.....
Osherowitz, Esther.....	1843 Crotona av., N. Y. C.....	11	Je 12	.....
Pines, Elizabeth.....	253 E. 7th st., N. Y. C.....	12	Je 12	.....

**Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)**

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Beth Israel Hospital, New York (concluded)				
Pinsker, Matilda.....	253 E. 7th st., N. Y. C.....	12	Je 12	.....
Rabinowitz, Esther.....	508 Fox st., N. Y. C.....	11	F 12	.....
Saslavsky, Sophia.....	850 Longwood av., N. Y. C.....	11	Je 12	.....
Schwartz, Elizabeth.....	29 E. 104th st., N. Y. C.....	09	Je 12	.....
Segal, Ella.....	850 Longwood av., N. Y. C.....	11	Je 12	.....
Waller, Lillian.....	1369 Washington av., N. Y. C.....	11	Je 12	.....
Walter, Clara.....	Nursery and Child's Hosp., N. Y. C.....	12	Je 12	.....
Broad Street Hospital, Oneida				
Ashby, Rhoda L. ....	65 Washington, av., Oneida, N. Y.....	12	Je 12	.....
Brooklyn Homeopathic Hospital				
Hay, Helen A.....	280 St James pl., Brooklyn, N. Y.....	99	.....	Ja 12
Brooklyn Hospital Training School				
Love, Margaret M.....	405 Clermont av., Brooklyn, N. Y.....	04	.....	Je 12
McCarthy, Katherine G.....	179 Lafayette av., Brooklyn, N. Y.....	12	Je 12	.....
McDougal, Agnes A.....	172 Lafayette av., Brooklyn, N. Y.....	12	F 12	.....
Norton, Laura W.....	51 Manhattan av., N. Y. C.....	85	.....	O 11
Robinson, O. Louise.....	179 Lafayette av., Brooklyn, N. Y.....	12	Je 12	.....
Slanker, Anna M.....	172 Lafayette av., Brooklyn, N. Y.....	12	F 12	.....
Van Ingen, Frances.....	48 Hanson pl., Brooklyn, N. Y.....	06	F 12	.....
Buffalo, General Hospital				
Ash, Hellen E.....	388 Elmwood av., Buffalo, N. Y.....	12	F 12	.....
Berner, Lena M.....	General Hosp., Buffalo, N. Y.....	12	Je 12	.....
Bonnet, Anna F.....	13 Owahn pl., Buffalo, N. Y.....	12	Je 12	.....
Carpenter, Iva E.....	100 High st., Buffalo, N. Y.....	12	F 12	.....
Connolly, Jennie M.....	277 Breckenridge st., Buffalo, N. Y.....	09	F 12	.....
Corman, Evelena M.....	Stoney Creek, Ontario, Canada.....	12	Je 12	.....
Devitt, Bertha B.....	388 Elmwood av., Buffalo, N. Y.....	12	Je 12	.....
Howden, Jeannette L.....	100 High st., Buffalo, N. Y.....	12	F 12	.....
Koehler, Edith M.....	388 Elmwood av., Buffalo, N. Y.....	12	F 12	.....
Linneman, Olive.....	100 High st., Buffalo, N. Y.....	12	F 12	.....
McDonald, Mabel.....	100 High st., Buffalo, N. Y.....	08	F 12	.....
Mosedale, Minnetta F.....	321 W. Utica st., Buffalo, N. Y.....	12	Je 12	.....
Randall, Ruth M.....	43 W. Main st., LeRoy, N. Y.....	12	Je 12	.....
Rose, Laura E.....	473 Virginia st., Buffalo, N. Y.....	12	Je 12	.....
Sheldon, M. Sydna.....	447 W. 59th st., N. Y. C.....	08	Je 12	.....
Thompson, Margaret E.....	388 Elmwood av., Buffalo, N. Y.....	12	Je 12	.....
Tingey, Frances.....	100 High st., Buffalo, N. Y.....	12	Je 12	.....
Tremeer, Evelyn B.....	100 High st., Buffalo, N. Y.....	12	Je 12	.....
Walters, Adele.....	532 W. 143d st., N. Y. C.....	90	.....	Ap 12
Wattam, Mabel C.....	100 High st., Buffalo, N. Y.....	12	Je 12	.....
Buffalo German Deaconess Hospital				
Jewett, Pearl A.....	218 Kingsley st., Buffalo, N. Y.....	12	F 12	.....
Pfeiffer, Eliza C.....	11 W. North st., Buffalo, N. Y.....	12	Je 12	.....
Buffalo Homeopathic Hospital				
Carney, Evelyn.....	Ernest Wende Hosp., Buffalo, N. Y.....	12	Je 12	.....
Hamilton, Laura M.....	104 Plymouth av., Buffalo, N. Y.....	11	F 12	.....
McGraw, Sarah A.....	104 Plymouth av., Buffalo, N. Y.....	11	F 12	.....
Peck, Grace M.....	104 Plymouth av., Buffalo, N. Y.....	12	F 12	.....
Stephens, Jennie A.....	104 Plymouth av., Buffalo, N. Y.....	11	F 12	.....
Buffalo Hospital, Sisters of Charity				
Bush, Claire M.....	116 Mariner st., Buffalo, N. Y.....	09	Je 12	.....
Eisele, Gertrude.....	St Mary's Hosp., Rochester, N. Y.....	00	.....	M 12
Flaherty, Mary V.....	126 Edward st., Buffalo, N. Y.....	11	Je 12	.....
Green, Ethel M.....	442 Riley st., Buffalo, N. Y.....	11	F 12	.....
McMahon, Anna V.....	531 3d st., Niagara Falls, N. Y.....	11	F 12	.....
Nenno, Helen C.....	376 Franklin st., Buffalo, N. Y.....	11	F 12	.....
Whitty, Anna R.....	30 York st., Buffalo, N. Y.....	97	.....	M 12

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Buffalo State Hospital				
Campbell, Helen E.	50 Morningside av., N. Y. C.	05	...	Je 12
Klute, Alice	Albany Hosp., Albany, N. Y.	99	...	Je 12
Naughton, Bridget	440 E. 26th st., N. Y. C.	09	F 12	...
Powers, Mary E.	903 Ellicott st., Buffalo, N. Y.	04	...	Je 12
Scott, Emma M.	420 W. 116th st., N. Y. C.	96	...	Mr 12
Streamer, Anna M.	Boston Floating Hosp., Boston, Mass.	96	...	Je 12
Buffalo Women's Hospital				
Feldman, Lillian	528 Ashland av., Buffalo, N. Y.	11	F 12	...
Bushwick Hospital, Brooklyn (Jewett Training School)				
Clark, May B.	East Moriches, N. Y.	12	Je 12	...
Dwinell, Louise R.	1437 75th st., Brooklyn, N. Y.	12	Je 12	...
Gull, Eugenia M.	603 Decatur st., Brooklyn, N. Y.	12	Je 12	...
Perkins, Jennie E.	336 Jefferson av., Brooklyn, N. Y.	11	F 12	...
Canandaigua Hospital of Physicians and Surgeons				
Andrews, Maud M.	Lakemont, N. Y.	11	F 12	...
Wilson, Anna J.	10 Primrose st., Rochester, N. Y.	11	F 12	...
Children's Hospital, Buffalo				
Gibson, Rose S.	228 Massachusetts av., Buffalo, N. Y.	11	Je 12	...
Hotson, Hazel K.	100 High st., Buffalo, N. Y.	11	Je 12	...
Rumsey, Harriet	122 Fredericka st., No. Tonawanda, N. Y.	11	Je 12	...
City Hospital, Male Training School, Blackwells Island				
Sines, George W.	"The Windmere," Cairo, N. Y.	01	...	Ap 12
City of Kingston Hospital				
Humphrey, Harriett O.	82 S. Swan st., Albany, N. Y.	11	F 12	...
Lee, Agnes M.	Kingston, N. Y.	12	F 12	...
Schoonmaker, Mary M.	The Kirkland, Kingston, N. Y.	02	...	De 11
Clifton Springs Sanitarium				
Hyer, Pearl N.	107 Diamond st., Little Falls, N. Y.	11	F 12	...
Martin, Carrie A.	Clifton Springs, N. Y.	12	Je 12	...
Pratten, Viola E.	Clifton Springs, N. Y.	12	Je 12	...
Ryan, Eunice A.	Clifton Springs, N. Y.	12	Je 12	...
Stuart, Elizabeth	Clifton Springs, N. Y.	12	Je 12	...
Cohoes Hospital				
Babbs, Elizabeth	55 Saratoga st., Cohoes, N. Y.	11	Je 12	...
Conlin, Alice C.	240 9th st., Troy, N. Y.	10	Je 12	...
Stevens, Elizabeth	Cohoes Hosp., Cohoes, N. Y.	12	Je 12	...
Venearski, Stephen A.	32 Elk st., Albany, N. Y.	12	Je 12	...
Cortland Hospital				
Comerfort, Mary E.	14 Monroe heights, Cortland, N. Y.	10	Je 12	...
Conway, Vivian C.	8 Miller st., Cortland, N. Y.	11	F 12	...
Fogerty, Mary L.	800 E. 173d st., N. Y. C.	08	F 12	...
Fox, Geneva M.	6 Madison st., Cortland, N. Y.	09	Je 12	...
Goodwin, Frances L.	6 Madison st., Cortland, N. Y.	10	F 12	...
Cumberland Street Hospital, Brooklyn				
Duckers, Esther M.	109 Cumberland st., Brooklyn, N. Y.	12	Je 12	...
Lauch, Mary	109 Cumberland st., Brooklyn, N. Y.	10	F 12	...
Mahony, Bertha W.	114 Cumberland st., Brooklyn, N. Y.	11	Je 12	...
Meek, Sarah W.	109 Cumberland st., Brooklyn, N. Y.	12	F 12	...
Morrissey, Alice J.	109 Cumberland st., Brooklyn, N. Y.	12	Je 12	...
Eastern District Dispensary and Hospital, Brooklyn				
Huns, H. Elise	2325 Newkirk av., Brooklyn, N. Y.	12	Je 12	...
Milditsch, Marie M.	546 Hancock st., Brooklyn, N. Y.	12	Je 12	...

**Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Emergency Hospital, Buffalo				
Caughey, Sarah A.	Emergency Hosp., Buffalo, N. Y.	12	F 12	
Coleman, Jennie	169 Lockwood av., Buffalo, N. Y.	12	Je 12	
Kunz, Barbara	835 Genesee st., Buffalo, N. Y.	12	F 12	
Mocha, Viola M.	Emergency Hosp., Buffalo, N. Y.	12	Je 12	
Pherrin, Marie E.	Emergency Hosp., Buffalo, N. Y.	12	Je 12	
Wells, Margaret	Emergency Hosp., Buffalo, N. Y.	12	Je 12	
Erie County Hospital, Buffalo				
Cronister, Lulu M.	168 Norwood av., Buffalo, N. Y.	10	F 12	
Cronister, Nettie	168 Norwood av., Buffalo, N. Y.	11	F 12	
Decker, Lilliem	2008 Fillmore av., Buffalo, N. Y.	12	F 12	
Herr, Frances M.	144 Mulberry st., Buffalo, N. Y.	11	F 12	
Joyner, Helen I.	3399 Main st., Buffalo, N. Y.	12	F 12	
Moll, Lena	114 Coit st., Buffalo, N. Y.	11	F 12	
O'Connor, Kathryn A.	Kingston Av. Hosp., Brooklyn, N. Y.	08	F 12	
Steger, Anna E.	241 W. Tupper st., Buffalo, N. Y.	11	F 12	
Vistrand, Victoria	241 W. Tupper st., Buffalo, N. Y.	11	Je 12	
Faxton Hospital, Utica				
Buell, Ellen L.	7 Holland av., Utica, N. Y.	11	F 12	
Davenport, Harriet A.	Waterville, N. Y.	02		Je 12
Johnson, Florence C.	Faxton Hosp., Utica, N. Y.	06		O 11
Kranz, Lena A.	Washington Mills, N. Y.	11	F 12	
Sittig, Clara E.	Rome Hosp., Rome, N. Y.	11	Je 12	
Flushing Hospital, Flushing, Long Island				
Allen, Mabel O.	60 Burling av., Flushing, L. I.	12	Je 12	
Breeze, Margaret	194 Amity st., Flushing, L. I.	12	F 12	
Dooley, Eva M. J.	160 Amity st., Flushing, L. I.	08	Je 12	
Sessler, Louise K.	459 56th st., Brooklyn, N. Y.	11	Je 12	
Frederick Ferris Thompson Hospital, Canandaigua				
Balson, Aline L.	29 Fort Hill av., Canandaigua, N. Y.	12	Je 12	
Hicks, Ruth A.	Phelps, N. Y.	12	F 12	
Lewis, Charlotte B.	F. F. Thompson Hosp., Canandaigua, N. Y.	12	F 12	
McCarthy, Mary G.	Attwater pl., Canandaigua, N. Y.	12	Je 12	
Steele, Clara E.	East Bloomfield, N. Y.	12	Je 12	
Wilder, Edna E.	124 Hubbell st., Canandaigua, N. Y.	12	Je 12	
French Benevolent Society Hospital, New York				
Andreson, Yohanne M.	450 W. 34th st., N. Y. C.	12	Je 12	
Crowley, Elizabeth J.	267 W. 126th st., N. Y. C.	12	Je 12	
McCabe, Marie T.	211 W. 106th st., N. Y. C.	11	F 12	
O'Connell, Dorothy	361 W. 27th st., N. Y. C.	12	Je 12	
Rodgers, Ruby A.	1061 Hall pl., Bronx, N. Y. C.	12	Je 12	
Geneva City Hospital				
Bucher, Stella F.	Geneva, N. Y.	11	Je 12	
Hipp, Helen D.	118 Cottage st., Buffalo, N. Y.	12	Je 12	
Ingersoll, Clara M.	273 Washington st., Geneva, N. Y.	12	Je 12	
Phalen, Jessie L.	196 Genesee st., Geneva, N. Y.	11	Je 12	
German Hospital Training School, Brooklyn				
Fritz, Anna M.	255 Lafayette av., Brooklyn, N. Y.	11	F 12	
Nevin, Helen G.	529 E. 9th st., Brooklyn, N. Y.	11	Je 12	
Schmidt, Elizabeth M.	255 Lafayette av., Brooklyn, N. Y.	11	F 12	
German Hospital, Buffalo				
Sturtzer, Matilda M.	301 Mulberry st., Buffalo, N. Y.	09	Je 12	
Touns, Irene E.	81 Princeton pl., Buffalo, N. Y.	12	Je 12	
German Hospital and Dispensary, New York				
Allenspach, Marie	625 St Ann's av., N. Y. C.	12	Je 12	
Bartsch, Eugenie	Willard Parker Hosp., N. Y. C.	92		Mr 12
Basson, Blanche	521 W. 159th st., N. Y. C.	12	Je 12	

Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
German Hospital and Dispensary, New York (concluded)				
Bauer, Helen E.	541 E. 78th st., N. Y. C.	00		Mr 12
Fischer, Elsa H.	2449 Macloy av., N. Y. C.	10	F 12	
Frank, Elsie E.	149 E. 89th st., N. Y. C.	06	Je 12	
Gustafson, Selma M.	265 Prospect pl., Brooklyn, N. Y.	12	Je 12	
Herzig, Theodora A.	408 E. 65th st., N. Y. C.	92		Je 12
Kraemer, Margaret K.	Pelham, N. Y.	11	F 12	
Kuhn, Louise.	532 W. 143d st., N. Y. C.	12	Je 12	
Leiblin, Senta.	146 E. 89th st., N. Y. C.	07	Je 12	
Lorenz, Marie L.	722 Amsterdam av., N. Y. C.	11	F 12	
Martin, Christine D.	1406 Webster av., N. Y. C.	07	Je 12	
Muser, Louise.	105 Monroe st., Mt Vernon, N. Y.	11	F 12	
Paul, Dorothy A.	561 W. 143d st., N. Y. C.	12	F 12	
Pflaumbaum, Emma G.	105 E. 93d st., N. Y. C.	10	F 12	
Rexroth, Hildegard.	2500 Cambrelling av., N. Y. C.	12	F 12	
Riechers, Beulah E.	112 E. 77th st., N. Y. C.	12	F 12	
Ryan, Bessie.	241 E. 72d st., N. Y. C.	11	F 12	
Stretz, Philomena M.	666 Dawson st., N. Y. C.	12	F 12	
Svendsen, Agnes W.	146 E. 89th st., N. Y. C.	11	Je 12	
Swartz, Sarah.	666 Dawson st., N. Y. C.	12	F 12	
Theobald, Bertha.	228 E. 61st st., N. Y. C.	11	F 12	
Tumm, Bertha F.	112 E. 77th st., N. Y. C.	12	F 12	
Wallis, Elizabeth L.	168 E. 82d st., N. Y. C.	07	Je 12	
Wolf, Olga M.	954 Prospect av., N. Y. C.	12	Je 12	
Glens Falls Hospital				
Buck, Helen.	R. F. D. 1, Glens Falls, N. Y.	12	Je 12	
Cowibeck, Isabel F.	30 Hunter st., Glens Falls, N. Y.	12	Je 12	
Gowanda State Hospital				
Butler, Gertrude R.	Franklinville, N. Y.	11	Je 12	
Senftle, Mary A.	129 College st., Buffalo, N. Y.	11	Je 12	
Hahnemann Hospital, New York				
Benham, Mildred A.	Chapin, N. Y.	12	Je 12	
Caldwell, Anna T.	657 Park av., N. Y. C.	12	F 12	
Hubbard, Katharine M.	657 Park av., N. Y. C.	12	Je 12	
Kaiser, Lucetta J.	657 Park av., N. Y. C.	12	F 12	
Kelly, Alice B.	657 Park av., N. Y. C.	12	F 12	
Lally, Celia T.	657 Park av., N. Y. C.	12	Je 12	
Phillips, Helen T.	Oradell, N. J.	12	Je 12	
Skinner, G. Mary.	201 W. 109th st., N. Y. C.	10	F 12	
Troch, Pauline D.	657 Park av., N. Y. C.	12	Je 12	
Vincent, Marjorie.	265 Henry st., N. Y. C.	10	Je 12	
Wood, Sara V.	44 W. 93d st., N. Y. C.	11	F 12	
Hahnemann Hospital, Rochester				
Bacon, Winifred E.	878 South av., Rochester, N. Y.	12	Je 12	
Callander, Wilhelmina	85 Kisingbury st., Rochester, N. Y.	12	Je 12	
Grasenz, Frieda F.	Hahnemann Hosp., Rochester, N. Y.	12	Je 12	
Homeopathic Hospital, Albany				
Barford, Alice M.	Homeopathic Hosp., Albany, N. Y.	11	F 12	
Corcoran, Sabina E.	Homeopathic Hosp., Albany, N. Y.	12	Je 12	
DeVoe, Katherine	Homeopathic Hosp., Albany, N. Y.	12	F 12	
Johnson, Esther A.	41 S. Lake av., Albany, N. Y.	12	Je 12	
Hospital of the Good Shepherd, Syracuse				
Baker, Helen W.	1511 E. Genesee st., Syracuse, N. Y.	11	F 12	
Barrus, Ruby M.	Adams, N. Y.	12	F 12	
Buley, Beatrice T.	302 Marshall st., Syracuse, N. Y.	12	Je 12	
Chafee, Anna B.	107 Forest av., Syracuse, N. Y.	12	F 12	
Clarke, Pauline R.	Adams, N. Y.	12	Je 12	
Cramp, Ellen F.	208 Fitch st., Syracuse, N. Y.	12	F 11	
Pero, Mildred K.	53 Groton st., Corning, N. Y.	12	F 12	
Fitzpatrick, Kathryn.	202 W. Corning av., Syracuse, N. Y.	11	F 12	
Halladay, Ethel L.	Adams, N. Y.	12	Je 12	

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NAME	ADDRESS	DATE OF		
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NEW YORK SCHOOLS (continued)				
Hospital of the Good Shepherd, Syracuse (concluded)				
Hamill, M. Verne.....	3 Haigh st., Seneca Falls, N. Y.....	12	F 12	
Holihan, Elsie M.....	225 Kellogg st., Syracuse, N. Y.....	11	F 12	
Hopkins, Leda M.....	Groton, N. Y.....	12	Je 12	
Lyon, Grace A.....	Fulton, N. Y.....	12	Je 12	
Lyon, Helen V.....	Cayuga, N. Y.....	11	Je 12	
McGuigan, Mae F.....	226 W. Kennedy st., Syracuse, N. Y.....	12	Je 12	
McGuigan, Maude A.....	265 W. Kennedy st., Syracuse, N. Y.....	11	Je 12	
Marks, Louise L.....	1301 S. Salina st., Syracuse, N. Y.....	11	F 12	
Morphy, Florence R.....	14 Peel st., Brantford, Ontario, Can.....	12	Je 12	
Peck, Ina B.....	820 Mill st., Watertown, N. Y.....	12	Je 12	
Piddock, Jane L.....	110 Marshall st., Syracuse, N. Y.....	12	Je 12	
Place, Ethel M.....	116 Onondaga av., Syracuse, N. Y.....	11	F 12	
Plant, Sarah E.....	153 Beverly road, Syracuse, N. Y.....	11	F 12	
Powers, Winifred E.....	707 Bear st., Syracuse, N. Y.....	11	F 12	
Preston, Ina M.....	Adams, N. Y.....	12	F 12	
Riggs, Mabel C.....	107 Messina st., Syracuse, N. Y.....	11	Je 12	
Sampson, Ruth T.....	N. Syracuse, N. Y.....	94		Ap 12
Scoville, Flora A.....	221 Grace st., Syracuse, N. Y.....	12	F 12	
House of the Good Samaritan (Watertown City Hospital)				
Burgess, Mary A.....	522 Lamon st., Watertown, N. Y.....	12	Je 12	
Hilliard, Margaret A.....	724 Washington st., Watertown, N. Y.....	11	Je 12	
McNaughtan, Annie.....	522 Lamon st., Watertown, N. Y.....	11	Je 12	
St Germain, Katherine B.....	City Hosp., Watertown, N. Y.....	10	Je 12	
Shaw, Mary O.....	Drummond P. O., Ontario, Can.....	12	Je 12	
Hudson City Hospital				
von Kroge, Bertha.....	24 E. 99th st., N. Y. C.....	08	F 12	
Italian Hospital, New York				
Blanchet, Médérise E.....	570 Walton av., N. Y. C.....	08	Je 12	
Damele, Katerina.....	167 W. Houston st., N. Y. C.....	12	F 12	
Fusci, Carmelina M.....	570 Walton av., N. Y. C.....	09	Je 12	
Lynch, Nellie J.....	Riverside Hosp., N. Y. C.....	12	F 12	
Scully, Kathleen M.....	Riverside Hosp., N. Y. C.....	12	F 12	
Jackson Sanatorium, Dansville				
Bradley, Ella I.....	Dansville, N. Y.....	11	Je 12	
Footo, Susan M.....	Sherburne, N. Y.....	12	F 12	
Gilman, Alice S.....	Dansville, N. Y.....	12	F 12	
Laurie, Cora A.....	Dansville, N. Y.....	11	F 12	
McCovick, Mary H.....	Dansville, N. Y.....	11	F 12	
Nile, Lois P.....	Dansville, N. Y.....	12	F 12	
Pridham, Mabel A.....	Dansville, N. Y.....	12	F 12	
Sparham, Ella B.....	Dansville, N. Y.....	07	F 12	
Taylor, Susan W.....	Dansville, N. Y.....	12	Je 12	
Jamaica Hospital				
Clark, Isabella M.....	Jamaica Hosp., Jamaica, L. I.....	12	Je 12	
Wakeman, Kate S.....	356 Carlton av., Brooklyn, N. Y.....	12	Je 12	
Jewish Hospital, Brooklyn				
Cameron, Isabelle M.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	
Cameron, Margaret.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	
Chesterfield, Rena G.....	145 Tyler av., Detroit, Mich.....	12	Je 12	
Fligg, Inez.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	
Goodwin, Bertha F.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	
Gosse, Mary S.....	Jewish Hosp., Brooklyn, N. Y.....	12	F 12	
Hausman, Wilhelmina.....	744 Park pl., Brooklyn, N. Y.....	11	F 12	
Heerd, Bertha R.....	743 Union st., Brooklyn, N. Y.....	12	Je 12	
King, Emilie L.....	Jewish Hosp., Brooklyn, N. Y.....	12	F 12	
Leaf, Anna.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	
McNamara, Marian.....	436 St Mark's av., Brooklyn, N. Y.....	12	Je 12	
Mahon, Olive.....	Jewish Hosp., Brooklyn, N. Y.....	12	F 12	
Malatzky, Jeannette.....	277 Albany av., Brooklyn, N. Y.....	11	F 12	

Nurses registered on examination and under the waiver, August 1, 1911-  
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NEW YORK SCHOOLS (continued)				
Jewish Hospital, Brooklyn (continued)				
Pfoff, Irene R.....	Minden City, Mich.....	12	Je 12	.....
Pontius, Edith C.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Provost, Bernadette.....	Jewish Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Ratner, Mary.....	Jewish Hosp., Brooklyn, N. Y.....	11	F 12	.....
Shifrin, Fannie A.....	Jewish Hosp., Brooklyn, N. Y.....	12	F 12	.....
Kings County Hospital, Brooklyn				
Bee, Margaret A.....	766 Union st., Brooklyn, N. Y.....	08	F 12	.....
Buckley, Mary E.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Byrne, Mary E. G.....	756-A Union st., Brooklyn, N. Y.....	12	F 12	.....
Curran, Anastasie.....	Kings Co. Hosp., Brooklyn, N. Y.....	11	F 12	.....
Fraser, Lillian.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	F 12	.....
Good, Christina C.....	59 Clifton pl., Brooklyn, N. Y.....	12	F 12	.....
Henderson, Rose.....	Kings Co. Hosp., Brooklyn, N. Y.....	11	F 12	.....
Hughes, Margaret J.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Johnsen, Johanne R.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Keenan, Mary V.....	Children's Hosp., Randall's Is., N. Y.....	12	Je 12	.....
Kerr, Annie H.....	325 45th st., Brooklyn, N. Y.....	12	F 12	.....
Lacey, Margaret.....	Bradford St. Hosp., Brooklyn, N. Y.....	08	F 12	.....
Last, Theresa M.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
McCoy, Kathleen R.....	411 Magie st., Elizabeth, N. J.....	11	F 12	.....
MacDermott, Penelope.....	City Home Hosp., Blackwells Is., N. Y.....	12	Je 12	.....
Maguire, Elizabeth J.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Meehan, Mary.....	12 Charles st., N. Y. C.....	12	Je 12	.....
Platt, Violet.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	F 12	.....
Power, Emily L.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Primscoott, Anna G.....	127 Sixth av., Brooklyn, N. Y.....	12	Je 12	.....
Scott, Elizabeth M.....	Kings Co. Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Smalley, Ella.....	353 W. 117th st., N. Y. C.....	01	.....	Ja 12
Tierney, Anna M.....	754 Park pl., Brooklyn, N. Y.....	12	Je 12	.....
Welton, Evelyn F.....	401 8th st., Brooklyn, N. Y.....	12	F 12	.....
Winters, Catharine.....	Kings Co. Hosp., Brooklyn, N. Y.....	10	Je 12	.....
Kings Park State Hospital				
Connor, Mary L.....	State Hosp., Kings Park, N. Y.....	11	Je 12	.....
Cummings, Elizabeth V.....	Kings Park, N. Y.....	11	Je 12	.....
Gilhooley, Mary A.....	Kings Park, N. Y.....	12	Je 12	.....
Larkin, Annie.....	Kingston Av. Hosp., Brooklyn, N. Y.....	99	.....	Ap 12
Richards, Mary K.....	Box 17, Kings Park, N. Y.....	11	Je 12	.....
Sheahan, Katie H.....	2324 Davison av., N. Y. C.....	00	.....	Ja 12
Laura Franklin Free Hospital for Children, New York				
Blase, Anna C.....	499 W. 135th st., N. Y. C.....	11	Je 12	.....
Doll, L. Genevieve.....	3875 Broadway, N. Y. C.....	08	Je 12	.....
Hughes, Ida B.....	507 W. 147th st., N. Y. C.....	06	Je 12	.....
Smiley, Florence B.....	499 W. 135th st., N. Y. C.....	12	Je 12	.....
Straight, Anne C.....	520 W. 151st st., N. Y. C.....	11	F 12	.....
Westall, Dora P.....	499 W. 135th st., N. Y. C.....	11	Je 12	.....
Lebanon Hospital, New York				
Adamek, Mary A.....	954 Prospect av., N. Y. C.....	12	F 12	.....
Berman, Belle.....	Lebanon Hosp., N. Y. C.....	12	Je 12	.....
Burns, Ellen T.....	818 Forest av., N. Y. C.....	08	F 12	.....
Cuneo, Mary R.....	871 Forest av., N. Y. C.....	09	Je 12	.....
Ferkin, Rose.....	8 W. 114th st., N. Y. C.....	10	F 12	.....
Galvin, Agnes.....	190 Jerome st., Brooklyn, N. Y.....	06	Je 12	.....
Graupner, Elsa.....	954 Prospect av., N. Y. C.....	12	F 12	.....
Hanley, Mary A.....	346 E. 146th st., N. Y. C.....	11	F 12	.....
Jordan, Margaret E.....	951 E. 179th st., N. Y. C.....	11	Je 12	.....
Katz, Frieda G.....	193 Bay 23d st., Brooklyn, N. Y.....	07	Je 12	.....
Keenan, Mary.....	951 E. 179th st., N. Y. C.....	12	Je 12	.....
McHugh, Anna.....	598 Bergen av., N. Y. C.....	10	Je 12	.....
May, Theresa.....	420 W. 116th st., N. Y. C.....	06	Je 12	.....
Reilly, Anna.....	507 W. 170th st., N. Y. C.....	09	F 12	.....

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NEW YORK SCHOOLS (continued)				
Lebanon Hospital, New York (concluded)				
Schulz, Minna.....	Lebanon Hosp., N. Y. C.....	12	F 12	.....
Webedorfer, Clara.....	544 W. 147th st., N. Y. C.....	11	Je 12	.....
Wolfs, Esther.....	281 E. Broadway, N. Y. C.....	10	F 12	.....
Lexington Heights Hospital, Buffalo				
Lamb, Ada V.....	173 Lexington av., Buffalo, N. Y.....	11	F 12	.....
Lincoln Hospital and Home, New York				
Anderson, Josephine G....	335 E. Beaver st., Jacksonville, Fla.....	12	Je 12	.....
Bynoe, Alberta E.....	48 W. 136th st., N. Y. C.....	12	Je 12	.....
Clendinen, Mary A.....	186 W. 135th st., N. Y. C.....	09	F 12	.....
Crawford, Louise M.....	Pembroke, West, Bermuda.....	11	F 12	.....
Green, Margaret E.....	314 W. 52d st., N. Y. C.....	09	Je 12	.....
Harris, Martha G.....	45 W. 132d st., N. Y. C.....	03	F 12	Je 12
Lewis, Bertha.....	Lincoln Hosp., N. Y. C.....	12	F 12	.....
McCallum, Wilhelmina T.....	52 Rochester av., Brooklyn, N. Y.....	12	Je 12	.....
Moore, Luvenia.....	Lincoln Hosp., N. Y. C.....	12	Je 12	.....
Papino, Anna G.....	27 Ann st., Ossining, N. Y.....	09	F 12	.....
Patterson, Lulah R.....	Lincoln Hosp., N. Y. C.....	12	Je 12	.....
Schuster, Eugenia A.....	Aurora, N. Y.....	10	F 12	.....
Scott, Alice.....	Lincoln Hosp., N. Y. C.....	12	F 12	.....
Taylor, Mary L.....	56 Baldwin pl., Yonkers, N. Y.....	12	Je 12	.....
Thomas, Rachael A.....	21 St Paul st., Bellefonte, Pa.....	12	Je 12	.....
Tucker, Mary R. T.....	Lincoln Hosp., N. Y. C.....	12	F 12	.....
Watkins, Effie B.....	833 E. 219th st., N. Y. C.....	07	Je 12	.....
Little Falls Hospital				
Fitzgerald, Anna M. R....	Newport, N. Y.....	12	Je 12	.....
Kenny, Mary M.....	41 Sherman st., Little Falls, N. Y.....	12	Je 12	.....
Muddle, Luella B.....	32 Furnace st., Little Falls, N. Y.....	11	Je 12	.....
Wright, Carolyn M.....	59 John st., Ilion, N. Y.....	11	F 12	.....
Long Island College Hospital				
Cochran, Julia V.....	186 Amity st., Brooklyn, N. Y.....	12	Je 12	.....
Ely, Sarah E.....	1532 Bedford av., Brooklyn, N. Y.....	12	F 12	.....
Everard, Esme E.....	157 Congress st., Brooklyn, N. Y.....	12	Je 12	.....
Rrazier, Genevieve W.....	186 Amity st., Brooklyn, N. Y.....	12	Je 12	.....
Hanbury, Mary.....	94 3d pl., Brooklyn, N. Y.....	11	Je 12	.....
Hart, Alice A.....	25 McDonough st., Brooklyn, N. Y.....	11	F 12	.....
Hicks, Maud A.....	186 Amity st., Brooklyn, N. Y.....	12	F 12	.....
Holden, S. Isabel.....	Dudley Memorial, Henry st., Brooklyn, N. Y.....	12	Je 12	.....
Jones, M. Alice.....	24 S. Portland av., Brooklyn, N. Y.....	08	Je 12	.....
Kelly, Margaret L.....	62 Livingston st., Brooklyn, N. Y.....	10	Je 12	.....
Lenhart, Mary.....	141 Seventh av., Brooklyn, N. Y.....	97	.....	Jl 12
MacMullin, Rae.....	L. I. College Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Neves, Madge R.....	184 Amity st., Brooklyn, N. Y.....	11	F 12	.....
Niles, Fanny E.....	163 Congress st., Brooklyn, N. Y.....	12	F 12	.....
Northwood, Dorothy.....	184 Amity st., Brooklyn, N. Y.....	12	F 12	.....
Overton, Mildred.....	340 E. 31st st., Brooklyn, N. Y.....	12	Je 12	.....
Phelps, Mable W.....	163 Congress st., Brooklyn, N. Y.....	11	F 12	.....
Raspin, Annie.....	682 E. 39th st., Brooklyn, N. Y.....	94	.....	F 12
Savage, Margaret E.....	1396 Prospect pl., Brooklyn, N. Y.....	11	F 12	.....
Smith, Isadore L.....	157 Congress st., Brooklyn, N. Y.....	11	Je 12	.....
Sutherland, Christina.....	163 Congress st., Brooklyn, N. Y.....	12	F 12	.....
Vassie, Margaret B.....	3129 Sedgwick av., Kingsbridge, N. Y.....	12	Je 12	.....
Weis, Bertha E.....	28 E. 4th st., Brooklyn, N. Y.....	12	Je 12	.....
Weis, Emma.....	28 E. 4th st., Brooklyn, N. Y.....	12	Je 12	.....
Long Island State Hospital, Brooklyn				
Carpenter, Susan L.....	L. I. State Hosp., Brooklyn, N. Y.....	12	Je 12	.....
Neill, Margaret R.....	Jamaica Hosp., Jamaica, N. Y.....	11	Je 12	.....
O'Neill, Mary L.....	Kingston Av. Hosp., Brooklyn, N. Y.....	98	.....	D 11
Ward, Delia A.....	L. I. State Hosp., Brooklyn, N. Y.....	12	Je 12	.....



Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Manhattan State Hospital, New York				
Armstrong, Anna B	Manhattan State Hosp. N. Y. C.	12	Je 12	
Bohan, Lizzie A.	405 Manhattan av., N. Y. C.	98		M 12
Daly, Bertha M.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Drufota, Anna	Manhattan State Hosp., N. Y. C.	08	Je 12	
Farrell, Jane C.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Horgan, Ellen M.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Houlihan, Josephine M.	244 W. 149th st., N. Y. C.	05	F 12	
Hughes, Elizabeth	Manhattan State Hosp., N. Y. C.	12	Je 12	
Ludgate, George A.	Manhattan State Hosp., N. Y. C.	01		Jl 12
McGreal, Annie	Manhattan State Hosp., N. Y. C.	99		Jl 12
McIlhargey, Annie E.	Manhattan State Hosp., N. Y. C.	99		Je 12
Menien, Dorathea E.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Moran, Katherine M.	Manhattan State Hosp., N. Y. C.	09	Je 12	
Murphy, Catherine	Manhattan State Hosp., N. Y. C.	04		D 11
O'Mara, Hanna G.	Manhattan State Hosp., N. Y. C.	12	Je 12	
O'Neill, Margaret M.	Manhattan State Hosp., N. Y. C.	12	Je 12	
O'Sullivan, Nora T.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Schalow, Lillian A.	153 W. 98th st., N. Y. C.	07	Je 12	
Tansey, Catherine A.	Manhattan State Hosp., N. Y. C.	12	Je 12	
Mary Immaculate Hospital and Training School, Jamaica				
Carey, Mary A.	Sag Harbor, N. Y.	12	Je 12	
Keller, Mary F.	Hicksville, N. Y.	10	Je 12	
Memorial Hospital Training School, Brooklyn				
Gordon, Martha T.	Harwood av., Stapleton, N. Y.	98		M 12
Kornegay, Margaret E.	600 Carleton av., Brooklyn, N. Y.	98		Mr 12
Ross, Rhoda R.	186 Sixth av., Brooklyn, N. Y.	01		F 12
Methodist Episcopal Hospital, Brooklyn				
Anderson, Charlotte	Livingston Manor, N. Y.	12	F 12	
Bachelor, Mary E.	144 Park pl., Brooklyn, N. Y.	12	Je 12	
Baldwin, Mary E.	266 Prospect pl., Brooklyn, N. Y.	11	F 12	
Bennett, Ethel K.	6th st. and Seventh av., Brooklyn, N. Y.	12	F 12	
Brooks, Kathrynne	266 Prospect pl., Brooklyn, N. Y.	12	Je 12	
Darrell, Elfieda M.	266 Prospect pl., Brooklyn, N. Y.	12	F 12	
Darrell, Viola G.	266 Prospect pl., Brooklyn, N. Y.	12	Je 12	
Dean, Mabel E.	906 President st., Brooklyn, N. Y.	12	Je 12	
Edwards, Florence M.	Sag Harbor, N. Y.	12	Je 12	
Findlay, Marguerite F.	824 Washington av., Brooklyn, N. Y.	11	Je 12	
Gustafson, Signd O.	524 2d st., Brooklyn, N. Y.	11	Je 12	
Hadsall, Edith L.	M. E. Hosp., Brooklyn, N. Y.	12	Je 12	
Hand, Mary E.	M. E. Hosp., Brooklyn, N. Y.	12	F 12	
Hankins, Lillian E.	127 Seventh av., Brooklyn, N. Y.	05		F 12
Hardcastle, Bertha M.	257 Fifth av., Brooklyn, N. Y.	12	F 12	
Khourie, Rose E.	266 Prospect pl., Brooklyn, N. Y.	11	F 12	
Kline, Julia W.	566 Rugby road, Brooklyn, N. Y.	96		Mr 12
McKinney, Mary A.	144 Park pl., Brooklyn, N. Y.	12	Je 12	
Marshall, Rhoda	127 Seventh av., Brooklyn, N. Y.	11	F 12	
Moss, Sarah E.	266 Prospect pl., Brooklyn, N. Y.	12	Je 12	
Reinard, Emma M.	144 Park pl., Brooklyn, N. Y.	12	Je 12	
Steeves, Maude E.	266 Prospect pl., Brooklyn, N. Y.	11	F 12	
Tonkin, Beatrice M.	497 3d st., Brooklyn, N. Y.	12	F 12	
Metropolitan Training School, Blackwells Island				
Baiker, F. Viola	Willard Parker Hosp., N. Y. C.	12	Je 12	
Chambers, Rita F. V.	Metropolitan Tr. School, N. Y. C.	12	F 12	
Charlton, Maud E.	2002 Fifth av., N. Y. C.	11	Je 12	
Coghlan, Ida	Metropolitan Tr. School, N. Y. C.	12	F 12	
Cronin, Margaret M.	146 W. 104th st., N. Y. C.	11	Je 12	
Drybulska, Lillian V.	Metropolitan Tr. School, N. Y. C.	11	F 12	
Gerber, Ella	Willard Parker Hosp., N. Y. C.	12	F 12	
Johnson, Rachel W.	Metropolitan Tr. School, N. Y. C.	11	F 12	
Joyce, Agnes	38 W. 50th st., N. Y. C.	00		Ap 12
Kennedy, Harriet E.	Metropolitan Tr. School, N. Y. C.	12	F 12	

**Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Metropolitan Training School, Blackwells Island (concluded)				
Macklin, Katharine.....	27 Brownell st., Stapleton, N. Y.....	03	.....	Je 12
Martin, Nellie E.....	Sheffield, Mass.....	04	.....	S 11
Mellick, Olive.....	Metropolitan Tr. School, N. Y. C.....	12	F 12	.....
Miles, Emogene E.....	Metropolitan Tr. School, N. Y. C.....	12	Je 12	.....
Pulis, Esther B.....	Metropolitan Tr. School, N. Y. C.....	11	F 12	.....
Richards, Emily L.....	146 W. 104th st., N. Y. C.....	12	Je 12	.....
Smith, Oia M.....	420 W. 116th st., N. Y. C.....	11	Je 12	.....
Waters, Anna V.....	Riverside Hosp., N. Y. C.....	00	.....	Mr 12
Weaver, L. Alberta.....	Willard Parker Hosp., N. Y. C.....	04	.....	Ap 12
Wilde, Caroline.....	Metropolitan Tr. School, N. Y. C.....	11	F 12	.....
Mt Sinai Hospital, New York				
Binks, Blanche T.....	120 E. 34th st., N. Y. C.....	12	F 12	.....
Carlson, Ingeberg M.....	Mt Sinai Tr. School, N. Y. C.....	12	Je 12	.....
Clay, Edna P.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Coad, Nina M.....	695 St Nicholas av., N. Y. C.....	12	F 12	.....
Cohen, Bessie.....	511 W. 150th st., N. Y. C.....	97	.....	D 11
Connerty, Flossie.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Cook, Letitia.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Cooke, Lottie M.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Fogel, Clara E.....	24 E. 99th st., N. Y. C.....	12	Je 12	.....
Friend, Blanche D.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Griffin, Florence.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Hanna, Edna L.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Harding, Irene M.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Hargan, Helene M.....	160 E. 91st st., N. Y. C.....	12	Je 12	.....
Harrison, Helen C.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Helman, Elizabeth E.....	24 E. 99th st., N. Y. C.....	12	Je 12	.....
Honold, Anna.....	1 E. 100th st., N. Y. C.....	12	F 12	.....
Johnston, Augusta.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Lee, Maude F.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Levi, Adelaide M.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Lindsay, E. Blanche.....	1 E. 100th st., N. Y. C.....	12	F 12	.....
Losee, Alena V.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
McCowan, Grace H.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
McDonald, Minnie O.....	Mt Sinai Tr. School, N. Y. C.....	12	Je 12	.....
McNicol, Anna E.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
McNicol, Mary.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
MacRobert, Alma E.....	Mt Sinai Tr. School, N. Y. C.....	12	Je 12	.....
Madole, Gertrude.....	245 W. 114th st., N. Y. C.....	03	.....	F 12
Muir, Jean M.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Murray, Alice M.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Naughton, Sadie L.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Newcomb, Laura A.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Overend, May E.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Pease, Ruby E.....	Mt Sinai Tr. School, N. Y. C.....	12	Je 12	.....
Rennie, Charlotte J.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Robb, Genevieve I.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Robbins, Myrtle M.....	Mt Sinai Tr. School, N. Y. C.....	12	Je 12	.....
Robinson, Lotta B.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Samuels, Ray.....	204 W. 110th st., N. Y. C.....	12	F 12	.....
Schlumberger, Anna H.....	Mt Sinai Tr. School, N. Y. C.....	12	F 12	.....
Scott, Jessica E.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Simpson, Gladys V.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Sugarman, Zipporah.....	2304 Seventh av., N. Y. C.....	12	F 12	.....
Thompson, Alice F.....	Mt Sinai Hosp., N. Y. C.....	12	F 12	.....
Trench, Amy H.....	Mt Sinai Hosp., N. Y. C.....	12	Je 12	.....
Winget, Elizabeth.....	1060 Lexington av., N. Y. C.....	89	.....	S 11
Mt Vernon Hospital				
Brown, Jennie T.....	40 Crary av., Mt Vernon, N. Y.....	10	F 12	.....
Close, Caroline L.....	327 S. 1st av., Mt Vernon, N. Y.....	12	F 12	.....
Hyer, Edna A.....	329 Rich av., Mt Vernon, N. Y.....	12	F 12	.....
Lyon, Grace R.....	Mt Vernon Hosp., Mt Vernon, N. Y.....	09	F 12	.....

Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
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NEW YORK SCHOOLS (continued)				
Mt Vernon Hospital (concluded)				
Merritt, Mary E.....	144 N. 8th av., Mt Vernon, N. Y.....	10	F 12	.....
Montgomery, Etheldreda ..	Mt Vernon Hosp., Mt Vernon, N. Y.....	11	F 12	.....
Weld, Margaret M. ....	Mt Vernon Hosp., Mt Vernon, N. Y.....	11	F 12	.....
Nassau Hospital, Mineola				
Vancura, Anna.....	Mineola, N. Y.....	11	Je 12	.....
Nathan Littauer Hospital, Gloversville				
Foster, Gertrude M.....	N. Littauer Hosp., Gloversville, N. Y.....	12	Je 12	.....
Galbraith, Flora J.....	N. Littauer Hosp., Gloversville, N. Y.....	12	Je 12	.....
Horner, M. Lillian .....	134 Prospect st., Gloversville, N. Y.....	12	Je 12	.....
Humphrey, Agnes A.....	17 7th st., Gloversville, N. Y.....	12	F 12	.....
Quackenbush, Grace M....	55 Prospect st., Gloversville, N. Y.....	12	Je 12	.....
Wilcox, Vera E.....	27 Oak st., Gloversville, N. Y.....	11	Je 12	.....
Wilson, Mildred .....	Broadalbin, N. Y.....	11	Je 12	.....
Young, Ella M.....	129 N. Main st., Gloversville, N. Y.....	12	Je 12	.....
New Rochelle Hospital Association				
Bergman, Grace I.....	199 Church st., New Rochelle, N. Y.....	11	Je 12	.....
Caster, Carrie B.....	32 Hillside av., New Rochelle, N. Y.....	12	Je 12	.....
Cleary, Anna E.....	New Rochelle Hosp., New Rochelle, N. Y.....	11	Je 12	.....
Rice, Mary C.....	New Rochelle Hosp., New Rochelle, N. Y.....	11	Je 12	.....
New York City Training School, Blackwells Island				
Alward, Florence.....	Swinburne Island, N. Y.....	12	F 12	.....
Baker, Coralyn E.....	1230 Brook av., N. Y. C.....	95	.....	F 12
Boughton, Nellie A.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	12	F 12	.....
Bowman, Laura I.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	10	F 12	.....
Brennan, Maud M.....	218 W 21st st., N. Y. C.....	07	F 12	.....
Burgar, Elma J.....	Gouverneur Hosp., N. Y. C.....	10	F 12	.....
Burrows, Sarah.....	30 N. Mountain av Montclair, N. J.....	12	F 12	.....
Conner, Mary A.....	30 Hudson st., Hartford, Conn.....	10	Je 12	.....
Croxson, Anna.....	174 W. 80th st., N. Y. C.....	11	F 12	.....
Delehanty, Margaret M.....	624 Lexington av., N. Y. C.....	00	.....	Je 12
Eagan, Mary.....	245 W. 14th st., N. Y. C.....	77	.....	F 12
Fahey, Margaret I.....	88 Guernsey st., Brooklyn, N. Y.....	11	F 12	.....
Fitzpatrick, Katherine.....	73 W. 49th st., N. Y. C.....	08	F 12	.....
Fowler, Margaret.....	51 Manhattan av., N. Y. C.....	12	Je 12	.....
Geary, Mary F.....	Gouverneur Hosp., N. Y. C.....	10	Je 12	.....
Grubbe, Aagot Holst.....	Gouverneur Hosp., N. Y. C.....	11	Je 12	.....
Harned, Florence M. D.....	160 Wadsworth av., N. Y. C.....	95	.....	F 12
Hess, Edith G.....	Gouverneur Hosp., N. Y. C.....	11	Je 12	.....
Hyndman, Ruby M.....	Gouverneur Hosp., N. Y. C.....	11	F 12	.....
Kehl, Mary E.....	520 E. 5th st., Brooklyn, N. Y.....	12	F 12	.....
Kendall, Emma I.....	52 Ashburton av., Yonkers, N. Y.....	12	Je 12	.....
Kinney, Ella M.....	Gouverneur Hosp., N. Y. C.....	11	Je 12	.....
McCarthy, Annie.....	118 E. 86th st., N. Y. C.....	00	F 12	.....
MacDaniel, Elsie A.....	Swinburne Is. Hosp., Staten Is., N. Y.....	11	F 12	.....
MacGowan, Mary E.....	516 W. 130th st., N. Y. C.....	12	Je 12	.....
MacGowan, Rose.....	516 W. 130th st., N. Y. C.....	12	Je 12	.....
Martin, Agnes R.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	12	Je 12	.....
Martin, Eveleen E.....	754 Park pl., Brooklyn, N. Y.....	09	F 12	.....
Mooney, Anna.....	Gouverneur Hosp., N. Y. C.....	12	Je 12	.....
Mould, Letitia B.....	154 E. 91st st., N. Y. C.....	03	.....	Ja 12
Nie, Amy M.....	1185 Lexington av., N. Y. C.....	10	F 12	.....
O'Flaherty, Lydia C.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	12	Je 12	.....
Peltier, Martha J.....	52 Second av., New Brighton, N. Y.....	89	.....	F 12
Reynolds, Virginia.....	265 W. 81st st., N. Y. C.....	89	.....	Jl 12
Riddell, Margaret.....	1185 Lexington av., N. Y. C.....	10	F 12	.....
Short, Mabel T.....	622 W. 137th st., N. Y. C.....	12	Je 12	.....
Swanson, Mary.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	12	Je 12	.....
Tobin, Averel.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	12	Je 12	.....
Webb, Catherine A.....	Saratoga Cure & Infirmary, Saratoga Springs N. Y.....	10	Je 12	.....
Williamson, Christine.....	N. Y. City Tr. Sch., Blackwells Is., N. Y.....	10	F 12	.....

Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
New York City Training School, Blackwells Island (concluded)				
Wood, Sarah E.	31 W. 120th st., N. Y. C.	98		Ja 12
Wootten, Elizabeth	Highland Falls, N. Y.	10	F 12	
Wootten, Elsie L.	Highland Falls, N. Y.	11	F 12	
New York Homeopathic Medical College and Flower Hospital				
Goldbeck, Adelaide L.	Flower Hosp., N. Y. C.	12	Je 12	
New York Hospital Training School				
Alston, Florence E.	8 W. 16th st., N. Y. C.	12	Je 12	
Beal, Emma F.	8 W. 92d st., N. Y. C.	12	Je 12	
Bingeman, Ethel L.	8 W. 16th st., N. Y. C.	12	Je 12	
Blake, Martha E.	8 W. 16th st., N. Y. C.	11	Je 12	
Bookhout, Clarissa A.	8 W. 16th st., N. Y. C.	12	F 12	
Brodie, Alice M.	8 W. 16th st., N. Y. C.	12	F 12	
Cains, Kathleen S.	8 W. 16th st., N. Y. C.	12	F 12	
Francis, Belle	105 E. 15th st., N. Y. C.	12	Je 12	
Grassi, Bertha C.	8 W. 16th st., N. Y. C.	12	Je 12	
Harris, Irene H.	8 W. 16th st., N. Y. C.	12	F 12	
Hellberg, Rosa M.	8 W. 16th st., N. Y. C.	12	Je 12	
Hotchkiss, Charlotte C.	8 W. 16th st., N. Y. C.	12	Je 12	
Jellett, S. Marguerite	8 W. 16th st., N. Y. C.	12	F 12	
Kerr, Edith S. M.	8 W. 16th st., N. Y. C.	12	F 12	
Lehmkuhl, Bertha H.	8 W. 16th st., N. Y. C.	12	F 12	
Lewis, Elizabeth L.	8 W. 16th st., N. Y. C.	12	F 12	
Moore, Marjorie M.	770 St. Nicholas av., N. Y. C.	12	F 12	
Rathbun, Anna T.	8 W. 16th st., N. Y. C.	11	F 12	
Reid, Florence M.	155 W. 94th st., N. Y. C.	11	Je 12	
Reinhardt, Edith S.	92 Forest av., Bangor, Me.	11	Je 12	
Secord, Olive B.	8 W. 16th st., N. Y. C.	11	F 12	
Shields, Margaret E.	8 W. 16th st., N. Y. C.	12	Je 12	
Stewart, Emily A.	8 W. 16th st., N. Y. C.	12	F 12	
Sutherland, Margaret E.	8 W. 16th st., N. Y. C.	12	F 12	
Williams, Edna S.	8 W. 16th st., N. Y. C.	12	Je 12	
Wilson, Ethel H.	53 Post road, White Plains, N. Y.	11	Je 12	
New York Infirmary for Women and Children				
Ashley, Marguerite	420 W. 116th st., N. Y. C.	11	F 12	
Haas, Emma M. M.	954 Avenue C, Bayonne, N. J.	12	F 12	
Ruhl, Christina L.	1734 Anthony av., N. Y. C.	90		Ja 12
Ten Eyck, Sarah D.	321 E. 15th st., N. Y. C.	12	Je 12	
Webb, Sybil R.	321 E. 15th st., N. Y. C.	12	Je 12	
New York Medical College and Hospital for Women (Lozier)				
Benedict, Christine G.	2 W. 106th st., N. Y. C.	10	F 12	
Drennan, Alice E.	433 W. 124th st., N. Y. C.	10	Je 12	
Welk, Marie N.	830 E. 179th st., N. Y. C.	05	Je 12	
New York Postgraduate Medical School and Hospital (Margaret Fahnestock)				
Ambrose, Edna E.	4 W. 92d st., N. Y. C.	11	F 12	
Brown, Eleanor G.	4 W. 92d st., N. Y. C.	11	Je 12	
Bye, Ingeborg A.	4 W. 92d st., N. Y. C.	11	Je 12	
Carson, Emma B.	647 Lexington av., N. Y. C.	09	Je 12	
Chisholm, Christina E.	4 W. 92d st., N. Y. C.	11	Je 12	
Comford, Eleanor C.	16 Edgehill st., Princeton, N. J.	12	Je 12	
Downey, Emma L.	4 W. 92d st., N. Y. C.	12	Je 12	
Eckhart, Jennie J.	4 W. 92d st., N. Y. C.	11	Je 12	
Eissing, Sarah L.	4 W. 92d st., N. Y. C.	11	F 12	
Gibney, Mary A.	304 E. 20th st., N. Y. C.	12	Je 12	
Hambleton, Eleanor B.	P. O. Box 10, Manasquan, N. J.	12	Je 12	
Hazen, Grace L.	304 E. 20th st., N. Y. C.	12	Je 12	
Hoelderlin, Louise.	1160 Putnam av., Brooklyn, N. Y.	12	Je 12	
Hopkins, Anna M.	4 W. 92d st., N. Y. C.	11	Je 12	
Hunter, Jean.	111 W. 82d st., N. Y. C.	98		Ja 12
Kilbourne, Olive A.	4 W. 92d st., N. Y. C.	11	F 12	
Lauer, Alice M.	4 W. 92d st., N. Y. C.	12	Je 12	

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
New York Postgraduate Medical School and Hospital (Margaret Fahnestock) (concluded)				
Mitchell, Margaret F. . . . .	4 W. 92d st., N. Y. C. . . . .	12	Je 12	.....
Pegg, Edith G. . . . .	50 E. Morningside av., N. Y. C. . . . .	12	Je 12	.....
Purves, Jessie K. . . . .	Princeton, N. J. . . . .	12	Je 12	.....
Schleininger, Frances M. . . . .	220 Richmond Turnpike, Tompkinsville, N. Y. . . . .	12	Je 12	.....
Todd, Lina F. . . . .	4 W. 92d st., N. Y. C. . . . .	11	F 12	.....
Van Horn, Edith M. . . . .	4 W. 92d st., N. Y. C. . . . .	11	Je 12	.....
Weiss, Mary M. A. . . . .	50 E. Morningside av., N. Y. C. . . . .	12	Je 12	.....
Wilhelm, Grace E. . . . .	49 W. 94th st., N. Y. C. . . . .	12	Je 12	.....
Wylde, Charlotte F. . . . .	344 E. 9th st., N. Y. C. . . . .	95	F 12	Ag 11
Zeumer, Frances E. F. . . . .	White Plains Hosp., White Plains, N. Y. . . . .	11	F 12	.....
Niagara Falls Memorial Hospital				
Common, Mary P. . . . .	412 Ferry av., Niagara Falls, N. Y. . . . .	10	F 12	.....
Gray, Margaret B. . . . .	Memorial Hosp., Niagara Falls, N. Y. . . . .	12	Je 12	.....
Macdonell, Mary M. . . . .	723 Pine av., Niagara Falls, N. Y. . . . .	08	Je 12	.....
MacNicol, Ethel. . . . .	Memorial Hosp., Niagara Falls, N. Y. . . . .	12	Je 12	.....
Paton, Jessie M. . . . .	49 Church st., St Catharine's, Ont., Can. . . . .	07	F 12	.....
Rottger, Clara I. . . . .	1809 Cleveland av., Niagara Falls, N. Y. . . . .	12	Je 12	.....
Our Lady of Victory Sanitarium (Benedictine), Kingston				
McConnell, Margaret M. . . . .	121 Cedar st., Kingston, N. Y. . . . .	11	F 12	.....
Nolan, Maud C. . . . .	Glasco, N. Y. . . . .	08	Je 12	.....
Van Vliet, Mary A. . . . .	124 Smith av., Kingston, N. Y. . . . .	11	Je 12	.....
Peekskill Hospital				
Duffy, Agnes V. . . . .	214 W. 16th st., N. Y. C. . . . .	12	Je 12	.....
Heath, Ethel M. . . . .	435 Oakland av., W. New Brighton, N. Y. . . . .	12	Je 12	.....
Wightman, Ethel C. . . . .	308 Franklin st., Peekskill, N. Y. . . . .	10	Je 12	.....
Presbyterian Hospital, New York				
Blaine, Lela R. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Breckon, Mae E. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Brown, Margaret R. . . . .	Carleton pl., Box 67, Ontario, Canada. . . . .	12	Je 12	.....
Carter, Bessie M. . . . .	421 Walnut st., Harrisburg, Pa. . . . .	12	Je 12	.....
Clark, Gertrude E. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Coulson, Ivy M. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Emery, Ruby H. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Evans, Madeline. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Fordham, Mable O. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Gillean, Hazel F. . . . .	502 Waterloo st., London, Canada . . . . .	12	Je 12	.....
Goldsmith, Ethel M. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Howland, Mary B. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Johnson, Francis L. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Knox, Dorothy C. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Leavens, Edith A. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Lightbound, Gertrude . . . . .	37 E. 71st st., N. Y. C. . . . .	11	F 12	.....
McGoodwin, Mary J. R. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Mann, Emily H. . . . .	222 9th st., Troy, N. Y. . . . .	12	Je 12	.....
Marx, Helen M. . . . .	309 S. Main st., Elmira, N. Y. . . . .	12	Je 12	.....
Meiklejohn, Naomi F. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Mundie, Jessie. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Penland, Anne. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Pope, Amy E. . . . .	37 E. 71st st., N. Y. C. . . . .	94	F 12	.....
Purves, Mildred M. . . . .	Princeton, N. J. . . . .	12	Je 12	.....
Scoble, Catherine I. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Smith, Gwendolen C. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Sutherland, Elspeth J. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Taylor, Mary F. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Young, Helen. . . . .	37 E. 71st st., N. Y. C. . . . .	12	Je 12	.....
Prospect Heights Hospital and Brooklyn Maternity				
Keane, Mary . . . . .	216 Adelphi st., Brooklyn, N. Y. . . . .	07	.....	M 12
Nugent, Irene J. . . . .	216 Sumpter st., Brooklyn, N. Y. . . . .	08	Je 12	.....
Smith, Dorothy E. . . . .	584 Washington av., Brooklyn, N. Y. . . . .	11	Je 12	.....

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
Rochester General Hospital				
Asselstine, Kathryn R.	175 Meigs st., Rochester, N. Y.	11	F 12	
Davis, Dorothea M.	General Hosp., Rochester, N. Y.	12	F 12	
Olds, Mary W.	10 E. Maple av., Newark, N. Y.	12	Je 12	
Olin, Luella M.	178 Vassar st., Rochester, N. Y.	11	F 12	
Pfann, Pluma A.	95 Kenilworth Terrace, Rochester, N. Y.	11	F 12	
Smith, Sarah H.	General Hosp., Rochester, N. Y.	11	F 12	
Wheaton, Mary E.	General Hosp., Rochester, N. Y.	12	F 12	
Rochester Homeopathic Hospital				
Barbour, Maud C.	22 Arnold park, Rochester, N. Y.	11	F 12	
Butterfield, Harriet A.	578 Monroe av., Rochester, N. Y.	11	F 12	
DeMill, Myrtle.	224 Alexander st., Rochester, N. Y.	12	Je 12	
Gaylord, Melissa S.	224 Alexander st., Rochester, N. Y.	12	Je 12	
Gentzel, Minna H.	136 Rosedale st., Rochester, N. Y.	12	F 12	
Heiby, Edith L.	785 Carson av., Rochester, N. Y.	12	F 12	
Ingram, Mary A.	53 Berkeley st., Rochester, N. Y.	12	F 12	
McAfee, Ida.	224 Alexander st., Rochester, N. Y.	12	Je 12	
O'Connell, Ellen E.	224 Alexander st., Rochester, N. Y.	12	Je 12	
Oldfield, Agnes	224 Alexander st., Rochester, N. Y.	12	Je 12	
Peters, Augusta F.	555 Averill av., Rochester, N. Y.	12	F 12	
Schmidt, Louise.	224 Alexander st., Rochester, N. Y.	12	Je 12	
Straiton, Katharine G.	34 Canfield pl., Rochester, N. Y.	11	F 12	
Rome Hospital				
Dingman, Marion A.	704 N. Madison st., Rome, N. Y.	12	Je 12	
Murphy, Mary C.	704 N. Madison st., Rome, N. Y.	12	F 12	
O'Donnell, Florence A.	628 N. James st., Rome, N. Y.	12	Je 12	
Tuthill, Bertha	Care of Lee Center Stage, Rome, N. Y.	12	Je 12	
Roosevelt Hospital, New York				
Althof, Gertrude K.	80 W. 92d st., N. Y. C.	11	Je 12	
Arthur Donalds E.	336 W. 95th st., N. Y. C.	11	F 12	
Barnes, Luella K.	173 W. 79th st., N. Y. C.	11	Je 12	
Barrett, Marion A.	447 W. 59th st., N. Y. C.	11	Je 12	
Brebbler, Catharine G.	249 W. 111th st., N. Y. C.	12	Je 12	
Butler, Mary M.	249 W. 118th st., N. Y. C.	11	Je 12	
Byrne, Agnes I.	Roosevelt Hosp., N. Y. C.	11	F 12	
Callahan, Ruth A.	80 W. 92d st., N. Y. C.	11	Je 12	
Carson, Isabelle F.	249 W. 111th st., N. Y. C.	12	Je 12	
Coltart, Irene.	160 E. 91st st., N. Y. C.	11	Je 12	
Conlin, Mary E.	77 St Edmund's Drive, Lawrence Park, Toronto, Ont.	12	Je 12	
Drechsel, Hilda G.	Roosevelt Hosp., N. Y. C.	12	Je 12	
Dupuis, Zephirine A.	Roosevelt Hosp., N. Y. C.	11	F 12	
Gibbs, Elizabeth A.	Roosevelt Hosp., N. Y. C.	12	Je 12	
Hoffer, Sara J.	149 Manhattan av., N. Y. C.	12	Je 12	
Howell, Bessie J.	249 W. 111th st., N. Y. C.	12	Je 12	
Hunter, Edna J.	315 W. 79th st., N. Y. C.	11	F 12	
Knowles Mae F.	510 W. 140th st., N. Y. C.	11	F 12	
Lilly, Eva O.	155 W. 94th st., N. Y. C.	11	Je 12	
MacCallum, Jessie.	Roosevelt Hosp., N. Y. C.	12	Je 12	
McGregor, Elizabeth M.	173 W. 79th st., N. Y. C.	11	Je 12	
Metcalf, Mildred W.	Roosevelt Hosp., N. Y. C.	12	Je 12	
Nelles, Mary G.	21 W. 130th st., N. Y. C.	12	Je 12	
Peterson, Agda V.	336 W. 95th st., N. Y. C.	11	F 12	
Powell, Carolyn.	39 William st., Brantford, Ont.	11	Je 12	
Price, Eleanor C.	315 W. 79th st., N. Y. C.	11	F 12	
Pringle, Muriel A.	Roosevelt Hosp., N. Y. C.	12	Je 12	
Roe, Jessie M.	352 W. 57th st., N. Y. C.	12	Je 12	
Terriberry, Gladys.	Roosevelt Hosp., N. Y. C.	12	F 12	
Utz, Mollie E.	339 W. 58th st., N. Y. C.	12	Je 12	
Wilkinson, Maude E.	Wellesly Hosp., Homewood pl., Toronto, Ont.	12	Je 12	

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
S. R. Smith Infirmary, Tompkinsville				
Cole, Anna . . . . .	318 Jewett av., W. New Brighton, N. Y.	12	Je 12	
Douglas, Sara . . . . .	Smith Infirmary, Tompkinsville, N. Y.	12	Je 12	
Hammett, Rosie B. . . . .	33 E. 33d st., N. Y. C.	11	F 12	
Henszey, Josephine G . . . . .	33 E. 33d st., N. Y. C.	10	F 12	
Le Jeune, Marguerite C . . . . .	34 Bay View av., Rosebank, N. Y.	08	Je 12	
Marvel, Minnie F . . . . .	148 Dubois st., Newburgh, N. Y.	09	Je 12	
Miller, Bertha . . . . .	R. F. D. 19, Danbury, Conn.	12	Je 12	
Young, Myra E . . . . .	S. R. Smith Infirmary, Tompkinsville, N. Y.	12	F 12	
St Catherine's Hospital, Brooklyn				
Ebert, Dorothy E . . . . .	246 Montrose av., Brooklyn, N. Y.	11	Je 12	
Fallon, Mary L. . . . .	85 Diamond st., Brooklyn, N. Y.	12	Je 12	
Fergus, Mary T. . . . .	418 Clermont av., Brooklyn, N. Y.	12	Je 12	
Greve, Bernardine (Sr. Mary Rosalinde)	St Catherine's Hosp., Brooklyn, N. Y.	12	Je 12	
Hofmann, Catharine M . . . . .	1067 Decatur st., Brooklyn, N. Y.	12	Je 12	
Langan, Catharine A . . . . .	55 Meserole av., Brooklyn, N. Y.	12	Je 12	
O'Reilly, Alice C . . . . .	663 Vanderbilt av., Brooklyn, N. Y.	12	Je 12	
Rueger, Magdalena (Sr. Mary Rita)	St Catherine's Hosp., Brooklyn, N. Y.	12	Je 12	
Tracy, Bertha M. . . . .	231 Rodney st., Brooklyn, N. Y.	12	Je 12	
St Elizabeth's Hospital and Home, Utica				
Antes, Marie S . . . . .	St Elizabeth's Hosp., Utica, N. Y.	12	F 12	
Judge, Anna M . . . . .	934 Charlotte st., Utica, N. Y.	12	Je 12	
Stressel, Bertha B. . . . .	St Elizabeth's Hosp., Utica, N. Y.	12	F 12	
St Joachim's Hospital, Watertown				
Bulger, Louise A. . . . .	218 Stone st., Watertown, N. Y.	12	Je 12	
Byrnes, Ella C. . . . .	Carthage, N. Y.	12	F 12	
Costello, Hester M. . . . .	Champlain, N. Y.	11	F 12	
Kelly, Anna T. . . . .	213 S. Meadow st., Watertown, N. Y.	12	Je 12	
McGinn, Mary M. . . . .	Waddington, N. Y.	11	F 12	
Warren, Mary J. . . . .	218 Stone st., Watertown, N. Y.	12	Je 12	
St John's Hospital, Brooklyn				
Adams, Beatrice M . . . . .	403 Halsey st., Brooklyn, N. Y.	11	F 12	
Benjamin, Ethel L . . . . .	588 St Mark's av., Brooklyn, N. Y.	12	Je 12	
Cowan, Lula S . . . . .	88 Decatur st., Brooklyn, N. Y.	11	F 12	
De Milt, Mary M. . . . .	138 S. 9th st., Brooklyn, N. Y.	12	F 12	
Gruber, Nellie E . . . . .	679 Vanderbilt av., Brooklyn, N. Y.	12	Je 12	
Jones, Gertrude C. . . . .	403 Halsey st., Brooklyn, N. Y.	12	F 12	
Karsch, Elizabeth E . . . . .	302 Hemlock st., Brooklyn, N. Y.	11	F 12	
Kendall, Jane L . . . . .	403 Halsey st., Brooklyn, N. Y.	11	F 12	
McBee, Julia M . . . . .	108 Garfield pl., Brooklyn, N. Y.	12	F 12	
Mackenzie, Helen J. . . . .	64 Herkimer st., Brooklyn, N. Y.	12	Je 12	
Roberts, Mary . . . . .	64 Herkimer st., Brooklyn, N. Y.	12	Je 12	
Scott, Marion M . . . . .	18 McDonough st., Brooklyn, N. Y.	12	Je 12	
Talbot, Elizabeth M . . . . .	82 McDonough st., Brooklyn, N. Y.	11	F 12	
Van Brunt, Sadie E. . . . .	80 Hancock st., Brooklyn, N. Y.	12	F 12	
St John's Long Island City Hospital				
Alpaugh, Elizabeth M. . . . .	Kingston Av. Hosp., Brooklyn, N. Y.	07	F 12	
Andrews, Frances H. . . . .	Brentwood, N. Y.	09	Je 12	
Flaherty, Winifred S. . . . .	Gouverneur Hosp., N. Y. C.	08	Je 12	
McGurrin, Margaret . . . . .	St John's Hosp., Long Island City, N. Y.	12	F 12	
Quinlan, Helen M . . . . .	252 Ninth av., Long Island City, N. Y.	09	F 12	
Werner, Kathrine . . . . .	33 East 33d st., N. Y. C.	10	Je 12	
St John's Riverside Hospital, Yonkers				
Cutt, Hilda J. . . . .	St John's Riverside Hosp., Yonkers, N. Y.	12	Je 12	
Howe, Maude E . . . . .	St John's Riverside Hosp., Yonkers, N. Y.	12	Je 12	
Johannis, Elizabeth R. . . . .	1 Stanley pl., Yonkers, N. Y.	12	Je 12	
Merz, Mabelle H. . . . .	159 Warburton av., Yonkers, N. Y.	12	Je 12	
Roy, Jessie B. . . . .	St John's Riverside Hosp., Yonkers, N. Y.	12	Je 12	

**Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
St John's Riverside Hospital, Yonkers (continued)				
Stephen, Catherine E. ....	St John's Riverside Hosp., Yonkers, N. Y..	12	Je 12	.....
Von Iderstein, Ethel B. ....	St John's Riverside Hosp., Yonkers, N. Y..	12	Je 12	.....
Willand, Mary M. ....	557 W. 124th st., N. Y. C. ....	99	.....	Je 12
St Joseph's Hospital, Syracuse				
Hardenbergh, Julia ....	St Joseph's Hosp., Syracuse, N. Y. ....	12	Je 12	.....
King, Frances E. ....	235 Emma st., Syracuse, N. Y. ....	11	Je 12	.....
Lenane, Mary H. ....	309 Prospect av., Syracuse, N. Y. ....	12	Je 12	.....
Linehan, Mary E. ....	111 E. Lafayette av., Syracuse, N. Y..	11	Je 12	.....
Morris, Mary. ....	107 Kellogg st., Syracuse, N. Y. ....	09	Je 12	.....
St Luke's Hospital, New York				
Alexander, Maud. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Beatty, Lorraine T. ....	404 W. 116th st., N. Y. C. ....	11	Je 12	.....
Bolin, Ebba M. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Cains, Irene A. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Crawford, Grace M. ....	515 W. 143d st., N. Y. C. ....	12	Je 12	.....
Creelman, Minnie. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Cutter, Clara M. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Poster, Gladys B. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Gilbert, Mabel. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Graves, Alice I. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Higgins, Adah M. ....	St Luke's Hosp., N. Y. C. ....	10	F 12	.....
Mavety, George H. (Miss). .	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Morris, Gladys D. ....	419 W. 118th st., N. Y. C. ....	12	F 12	.....
Morse, Anne L. ....	St Luke's Hosp., N. Y. C. ....	10	Je 12	.....
Penland, Althea M. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Porter, Mabel A. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Rodman, Nannie. ....	577 Hamilton road, S. Orange, N. J. ....	11	F 12	.....
Searle, Helen E. ....	Babylon, N. Y. ....	12	F 12	.....
Taylor, Georgina M. B. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Thompson, Cora L. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Tobias, E. Constance. ....	St Luke's Hosp., N. Y. C. ....	11	Je 12	.....
Watson, Irene. ....	St Luke's Hosp., N. Y. C. ....	12	Je 12	.....
Williams, Ethel R. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Wilson, Mary U. ....	St Luke's Hosp., N. Y. C. ....	12	F 12	.....
Woods, Kathleen. ....	St Luke's Hosp., N. Y. C. ....	11	F 12	.....
Worcester, Harriet M. ....	70 W. 91st st., N. Y. C. ....	11	F 12	.....
St Luke's Hospital, Newburgh				
Dawley, Margaret E. ....	40 Dubois st., Newburgh, N. Y. ....	11	F 12	.....
Greene, Elsie W. ....	Vassar Bros. Hosp., Poughkeepsie, N. Y..	11	F 12	.....
Higgins, Mary J. ....	74 Robinson av., Newburgh, N. Y. ....	11	F 12	.....
Kerr, Rebecca A. ....	20 Courtney av., Newburgh, N. Y. ....	12	Je 12	.....
Lynch, Anna V. ....	Matteawan, N. Y. ....	09	Je 12	.....
Porter, Myrtle M. ....	St Luke's Hosp., Newburgh, N. Y. ....	12	Je 12	.....
St Mark's Hospital, New York				
Eager, Nellie. ....	350 E. 193d st., N. Y. C. ....	01	.....	Je 12
Georges, Kathryn M. J. ....	146 W. 104th st., N. Y. C. ....	08	Je 12	.....
Lange, Minna. ....	148 E. 60th st., N. Y. C. ....	02	.....	N 11
St Mary's Free Hospital for Children, New York				
Calloway, Elsie A. ....	348 W. 58th st., N. Y. C. ....	11	F 12	.....
Clemens, Florence L. ....	123 E. 60th st., N. Y. C. ....	12	Je 12	.....
Crane, Margaret. ....	728 W. 181st st., N. Y. C. ....	12	Je 12	.....
Edwards, Rena E. ....	Scarsdale, N. Y. ....	12	F 12	.....
Gray, Florence L. E. ....	211 W. 58th st., N. Y. C. ....	09	F 12	.....
Hogg, Grace M. ....	549 W. 149th st., N. Y. C. ....	12	Je 12	.....
Macdonald, Sophie E. ....	Nepperhan Heights, Yonkers, N. Y. ....	11	F 12	.....
Melvin, Lizabeth. ....	348 W. 58th st., N. Y. C. ....	12	Je 12	.....
Rhodes, Elsie G. ....	407 W. 34th st., N. Y. C. ....	11	F 12	.....
Smith, Marion D. ....	728 W. 181st st., N. Y. C. ....	12	Je 12	.....
Watts, Francis E. ....	155 Audubon av., N. Y. C. ....	12	Je 12	.....
Work, Helen. ....	405 W. 34th st., N. Y. C. ....	12	F 12	.....



Nurses registered on examination and under the waiver, August 1, 1911-  
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NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (continued)				
St Mary's Hospital, Brooklyn				
Ahern, Alice G. M.	433 6th st., Brooklyn, N. Y.	11	Je 12	.....
Fay, Margaret M.	213 Lafayette av., Brooklyn, N. Y.	08	F 12	.....
Foley, Elizabeth O.	962 Sterling pl., Brooklyn, N. Y.	12	Je 12	.....
La Chance, Marie B.	140 Hooper st., Brooklyn, N. Y.	09	Je 12	.....
McCann, Elizabeth	599 Franklin av., Brooklyn, N. Y.	11	F 12	.....
McGonigle, Catherine M	St Mary's Hosp., Brooklyn, N. Y.	12	Je 12	.....
McTighe, Helen E.	503 W. 111th st., N. Y. C.	12	F 12	.....
Nagel, Augusta L.	201 11th st., Brooklyn, N. Y.	12	Je 12	.....
O'Connor, Elizabeth M.	425 Clermont av., Brooklyn, N. Y.	10	F 12	.....
O'Reilly, Jennie	318 Clermont av., Brooklyn, N. Y.	97	..	Ap 12
O'Sullivan, Mary R.	1760 Bergen st., Brooklyn, N. Y.	01	..	Mr 12
Ryan, Eva M.	213 Lafayette av., Brooklyn, N. Y.	08	F 12	.....
Sentner, Teresa M.	423 Clermont av., Brooklyn, N. Y.	06	Je 12	.....
Williams, Wilhelmina F.	Riverside Hosp., N. Y. C.	96	.....	Mr 12
St Mary's Hospital, Rochester				
Briony, Mary J.	St Mary's Hosp., Rochester, N. Y.	12	Je 12	.....
Dedine, Laura A.	180 Christopher Columbus st., Montreal	12	Je 12	.....
Desjardins, Anna S.	Mattawa, Ont	12	Je 12	.....
Fitzpatrick, Helen M.	St Mary's Hosp., Rochester, N. Y.	12	Je 12	.....
O'Brien, Marion C.	St Mary's Hosp., Rochester, N. Y.	12	Je 12	.....
Sheahan, Mary J.	St Mary's Hosp., Rochester, N. Y.	12	Je 12	.....
St Peter's Hospital, Albany				
Doran, Mary A.	427 Clinton av., Albany, N. Y.	06	Je 12	.....
Doyle, Nellie M.	St Peter's Hosp., Albany, N. Y.	12	F 12	.....
Dunn, Anna B.	202 N. Pearl st., Albany, N. Y.	11	F 12	.....
Kelley, Elizabeth F.	280 Sheridan av., Albany, N. Y.	11	F 12	.....
St Vincent's Hospital, New York				
Ashe, Mary H.	420 W. 116th st., N. Y. C.	11	Je 12	.....
Beattie, Elizabeth M.	149 E. 60th st., N. Y. C.	07	Je 12	.....
Burke, Fabiola C.	South Amboy, N. J.	09	Je 12	.....
Carroll, Emma M.	216 W. 103d st., N. Y. C.	12	Je 12	.....
Collins, Katherine M.	115 Third av., New Brighton, N. Y.	09	Je 12	.....
Costin, Mary	201 W. 109th st., N. Y. C.	07	Je 12	.....
Farrell, Frances M.	245 W. 14th st., N. Y. C.	00	..	F 12
FitzMartin, Jane C.	420 W. 116th st., N. Y. C.	11	..	Ap 12
Furlong, Elizabeth M.	173 Broad st., Stapleton, N. Y.	08	Je 12	.....
Gallagher, Catharine M.	2567 Poplar st., Westchester, N. Y.	12	Je 12	.....
Gately, Irene R.	149 W. 12th st., N. Y. C.	12	Je 12	.....
Gatten, Julia J.	504 W. 139th st., N. Y. C.	11	Je 12	.....
Gray, Margaret F.	St Vincent's Hosp., Staten Island, N. Y.	08	Je 12	.....
Kelly, Margaret E.	323 Edgecomb av., N. Y. C.	12	Je 12	.....
Kernick, Marie E.	St Joseph's Hosp., Yonkers, N. Y.	11	Je 12	.....
MacBride, Winifred	156 W. 12th st., N. Y. C.	12	Je 12	.....
McCreesh, Isabella	118 E. 86th st., N. Y. C.	12	Je 12	.....
McKernan, Helen G.	39 S. 11th av., Mt Vernon, N. Y.	12	Je 12	.....
Mullen, Mary M.	149 W. 12th st., N. Y. C.	11	Je 12	.....
Murdy, Marguerite G.	Port Washington, N. Y.	12	Je 12	.....
Niedermeyer, Clara J.	126 W. 12th st., N. Y. C.	12	Je 12	.....
O'Brien, Anna A.	Maryland av., Rosebank, N. Y.	12	Je 12	.....
O'Brien, Helen M.	420 W. 116th st., N. Y. C.	11	Je 12	.....
O'Meara, Mary L.	St Vincent's Hosp., N. Y. C.	12	Je 12	.....
Quaife, Mary A.	224 E. 49th st., N. Y. C.	08	Je 12	.....
St John, Florence L.	126 W. 12th st., N. Y. C.	12	Je 12	.....
Shea, Helen	Oceanside, N. Y.	11	F 12	.....
Toner, Anna R.	118 E. 86th st., N. Y. C.	12	Je 12	.....
Torpey, Jane M.	249 W. 128th st., N. Y. C.	11	F 12	.....
Wilson, Mary C.	143 E. 21st st., N. Y. C.	08	Je 12	.....
Zink, Karoline L.	156 W. 12th st., N. Y. C.	11	F 12	.....
Samaritan Hospital, Troy				
Calahan, Grace H.	Samaritan Hosp., Troy, N. Y.	12	Je 12	.....
Dalpe, Loretta H.	Samaritan Hosp., Troy, N. Y.	12	Je 12	.....

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Grad- uation	Ex- amina- tion	Waiver
NEW YORK SCHOOLS (continued)				
Samaritan Hospital, Troy (concluded)				
Hadden, Alice M. ....	518 Second av., N. Troy, N. Y. ....	11	F 12	....
Huestis, Elizabeth M. ....	Samaritan Hosp., Troy, N. Y. ....	12	Je 12	..
Infield, Marian A. ....	18 Mechanic st., Hudson Falls, N. Y. ....	11	F 12	..
McCauley, Mary C. ....	Samaritan Hosp., Troy, N. Y. ....	12	F 12	..
Rothermel, Marie L. ....	Samaritan Hosp., Troy, N. Y. ....	12	Je 12	..
Staley, Helen B. ....	2311 Twelfth av., Watervliet, N. Y. ....	11	F 12	..
Voltz, Veronica C. ....	Samaritan Hosp., Troy, N. Y. ....	12	F 12	..
Wheeler, Lillian M. ....	Samaritan Hosp., Troy, N. Y. ....	12	F 12	..
Saratoga Cure and Infirmary				
Brown, Eva C. ....	113 Phila st., Saratoga Springs, N. Y. .	12	Je 12	..
Senear, Ethel C. ....	113 Phila st., Saratoga Springs, N. Y. .	12	Je 12	..
Saratoga Hospital				
Bedford, Lenora I. ....	76 Circular st., Saratoga Springs, N. Y. .	10	F 12	..
KirkPatrick, Florence D. ....	215 Caroline st., Saratoga Springs, N. Y. .	12	F 12	..
Schenectady Hospital Association (Ellis Hospital)				
Bloom, Irene R. ....	289 Nelson av., Saratoga Springs, N. Y. ....	12	Je 12	....
Eldridge, Laura A. ....	361 Summit av., Schenectady, N. Y. ....	11	Je 12	..
Fitzgerald, May E. ....	Eastern boulevard, Amsterdam, N. Y. ....	12	Je 12	..
King, Margaret L. ....	Ellis Hosp., Schenectady, N. Y. ....	11	F 12	..
Lee, Clara V. ....	R. F. D. 1, Cohoes, N. Y. ....	12	Je 12	..
McGrath, Ethel M. ....	7 Park pl., Schenectady, N. Y. ....	12	Je 12	..
McGrath, Mabel E. ....	R. F. D. 7, Schenectady, N. Y. ....	08	Je 12	..
Meachern, Emma F. ....	229 8th st., Troy, N. Y. ....	12	Je 12	..
Moak, Katherine L. ....	208 Hegeman st., Schenectady, N. Y. ....	11	F 12	....
Moffett, D. Amelda. ....	12 Bedford road, Schenectady, N. Y. ....	11	Je 12	..
Ryan, Minnie G. ....	1440 State st., Schenectady, N. Y. ....	12	Je 12	..
Sharp, Lucia M. ....	Ellis Hosp., Schenectady, N. Y. ....	09	F 12	..
Wager, Anjeanette. ....	817½ State st., Schenectady, N. Y. ....	12	F 12	..
York, Clara M. ....	210 McClellan st., Schenectady, N. Y. ....	11	F 12	..
Young, Charlotte R. ....	817½ State st., Schenectady, N. Y. ....	11	F 12	..
Schenectady Physicians Hospital				
MacKee, Sarah E. ....	43 Collins av., Troy, N. Y. ....	12	Je 12	..
O'Brien, Anna E. ....	153 Main st., Cohoes, N. Y. ....	12	Je 12	..
Swedish Hospital, Brooklyn				
Carlson, Anna E. ....	1142 50th st., Brooklyn, N. Y. ....	11	F 12	..
Sydenham Hospital, New York				
Karp, Charlotte. ....	17 Livingston pl., N. Y. C. ....	06	Je 12	..
Syracuse Homeopathic Hospital				
Murphy, Nellie J. ....	215 Mildred st., Syracuse, N. Y. ....	11	F 12	....
Syracuse Hospital for Women and Children				
Black, Elizabeth S. ....	1101 E. Genesee st., Syracuse, N. Y. ....	10	F 12	..
Bohrman, Katherine L. ....	319 Croton st., Syracuse, N. Y. ....	12	Je 12	..
Boyd, Bertha M. ....	1708 Midland av., Syracuse, N. Y. ....	12	Je 12	..
Frostholm, Marie H. ....	1101 E. Genesee st., Syracuse, N. Y. ....	11	Je 12	..
Havey, Agnes V. ....	101 La Forte av., Syracuse, N. Y. ....	12	Je 12	..
Lyman, Helen A. ....	1101 E. Genesee st., Syracuse, N. Y. ....	12	Je 12	..
Masterson, Genevieve M. ....	339 Fitch st., Syracuse, N. Y. ....	12	Je 12	..
Morris, Helena. ....	405 S. Lowell av., Syracuse, N. Y. ....	12	Je 12	..
Waterman, Bessie L. ....	1101 E. Genesee st., Syracuse, N. Y. ....	11	Je 12	..
Thrall Hospital, Middletown				
Schwab, Anna T. ....	Thrall Hosp., Middletown, N. Y. ....	11	Je 12	..
Stack, Eleanor I. ....	Thrall Hosp., Middletown, N. Y. ....	12	Je 12	..
Vielmuth, Gertrude E. ....	South Fallsburg, N. Y. ....	11	Je 12	..
Troy Hospital				
Connelly, Catherine A. ....	Harrower, N. Y. ....	12	Je 12	..
Hickey, Theresa M. ....	143 Strongs av., Rutland, Vt. ....	12	Je 12	..

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
NEW YORK SCHOOLS (concluded)				
Troy Hospital (concluded)				
Leffler, Louise A	Troy Hosp., Troy, N. Y.	12	Je 12	.....
O'Toole, Mary M	Troy Hosp., Troy, N. Y.	12	Je 12	.....
Tarbell, Josephine A	733 Fifth av., Troy, N. Y.	12	Je 12	.....
Utica General Hospital				
Lester, Gertrude D	General Hosp., Utica, N. Y.	12	Je 12	.....
Perry, Margaret E	24 Bennett st., Utica, N. Y.	12	Je 12	.....
Sackett, Nina A...	145 W. 145th st., N. Y. C.	12	Je 12	.....
Soder, Grace M...	108 Howard av., Utica, N. Y.	12	Je 12	.....
Utica State Hospital				
Blust, Annie K.	131 E. 93d st., N. Y. C.	96	..	Mr 12
Cahalan, Anna F.	8 W. 93d st., N. Y. C.	00	..	D 11
Fay, Alice G	5 Clark pl., Utica, N. Y.	01	..	N 11
Fryer, Anna K.	8 W. 93d st., N. Y. C.	98	..	D 11
Gallagher, Mary E	Sangerfield, N. Y.	00	..	Ja 12
Jones, Margaret H	Holland Patent, N. Y.	03	..	Mr 12
Maher, Mary E C	104 Taylor av., Utica, N. Y.	02	..	D 11
Vassar Brothers Hospital, Poughkeepsie				
Boyce, Edith C	Vassar Bros. Hosp., Poughkeepsie, N. Y.	12	Je 12	.....
Livingston, Bessie R	Vassar Bros. Hosp., Poughkeepsie, N. Y.	12	Je 12	.....
McCrimmon, Rachel F.	Vassar Bros. Hosp., Poughkeepsie, N. Y.	12	Je 12	.....
Overbagh, Louise S	4 Washburn terrace, Saugerties, N. Y.	12	Je 12	.....
Washington Heights Hospital, New York				
Schwenk, Louise F	552 W. 165th st., N. Y. C.	11	F 12	.....
Sullivan, Margaret L	Washington Heights Hosp., N. Y. C.	12	Je 12	.....
Troy, Anna A.	921 St Nicholas av., N. Y. C.	12	Je 12	.....
White Plains Hospital				
Forbes, Agnes A	White Plains Hosp., White Plains, N. Y.	12	Je 12	.....
McCallan, Annie J	356 E. 200th st., N. Y. C.	11	Je 12	.....
MacKerracher, Mabelle V.	53 Post road, White Plains, N. Y.	12	Je 12	.....
Willard State Hospital				
Boughton, Emily S	Willard, N. Y.	11	F 12	.....
Clare, Katherine C	Willard, N. Y.	11	F 12	.....
Ferris, Walter C	Willard, N. Y.	11	F 12	.....
Foley, Lillian G	Willard, N. Y.	11	F 12	.....
Lochren, Ella T.	Willard, N. Y.	09	Je 12	.....
Stanton, Jennie J.	Willard, N. Y.	11	F 12	.....
Williamsburgh Hospital, Brooklyn				
Delfoe, Anna V	Kingston Av. Hosp., Brooklyn, N. Y.	11	Je 12	.....
Erickson, Laura S.	401 Pacific st., Brooklyn, N. Y.	11	Je 12	.....
Fisher, Pearl C.	8 Prospect av., Richmond Hill, N. Y.	05	F 12	.....
SCHOOLS IN OTHER STATES				
Colorado				
City and County Hospital, Denver				
O'Neil, Lillian	265 Henry st., N. Y. C.	03	..	D 11
Connecticut				
Grace Hospital, New Haven				
Moran, Mary E.	771 Madison av., N. Y. C.	00	.....	Mr 12
Hartford Hospital				
Derick, Ella A.	95 Grove st., Montclair, N. J.	01	.....	Mr 12
New Haven Hospital (Connecticut)				
Bronson, Helen S.	310 Carleton av., Brooklyn, N. Y.	98	.....	F 12
Holstein, Selma A.	63 Church st., Ansonia, Conn.	95	.....	F 12
Moran, Mary C.	19 W. 101st st., N. Y. C.	05	.....	M 12

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
SCHOOLS IN OTHER STATES (continued)				
Connecticut (concluded)				
William W. Backus Hospital, Norwich				
Bushnell, Florence E.....	265 Henry st., N. Y. C.....	07	Je 12	
Simmons, Martha L.....	614 10th st., Brooklyn, N. Y.....	03	.....	Mr 12
District of Columbia				
Freedmen's Hospital, Washington				
Hankins, Myntha C.....	219 W. 134th st., N. Y. C.....	00	.....	Ap 12
Washington Asylum Hospital, Capital City School of Nurses				
Murdock, Rose M.....	Harlem Hosp., N. Y. C.....	11	Je 12	.....
Pailca, Genevieve M....	Willard Parker Hosp., N. Y. C.....	10	Je 12	.....
Sheldon, Sara A.....	284 St Nicholas av., N. Y. C.....	04	.....	Mr 12
Illinois				
Post Graduate Hospital, Chicago				
Criste, Marion L.....	49 W. 9th st., N. Y. C.....	95	.....	Jl 12
Maryland				
Maryland General Hospital, Baltimore				
Goffney, M. Clare.....	Glens Falls Hosp., Glens Falls, N. Y..	11	Je 12	.....
Massachusetts				
Boston City Hospital				
Bubser, Mary G.....	413 W. 46th st., N. Y. C.....	06	Je 12	.
Jeffers, Adelaide.....	Lindsay, Ont.....	06	Je 12	.
Robbins, Susane F.....	Metropolitan Life Ins. Co., N. Y. C.....	95	.....	Je 12
Stadden, Vera B.....	827 4th av., Williamsport, Pa.....	06	Je 12	...
The Children's Hospital, Boston				
Gueringer, Marie G.....	604 W. 140th st., N. Y. C.....	00	...	Mr 12
House of Mercy Hospital, Pittsfield				
Kerr, Laura J.....	1580 Amsterdam av., N. Y. C.....	91	.....	D 11
MacFadyen, Allie C.....	120 E. 17th st., N. Y. C.....	99	.....	F 12
Long Island Hospital, Boston Harbor				
Fitzgerald, Elizabeth....	15 W. 108th st., N. Y. C.....	08	Je 12	..
Hull, Caroline H. G.....	20 Broadway, Saranac Lake, N. Y.....	02	...	M 12
McLean Hospital, Waverly				
Winward, Alice.....	408 W. 57th st., N. Y. C.....	98	...	S 11
Massachusetts General Hospital, Boston				
Camp, Mary E.....	262 Watertown road, Waterbury Conn.....	05	.....	Ja 12
Hallberg, Ella M.....	Canton, Mass.....	11	Je 12	...
Ladd, Frances C.....	224 Alexander st., Rochester, N. Y.....	11	F 12	...
Lee, Maud C.....	Hague-on-Lake George, N. Y.....	94	.....	M 12
Penington, Katharine A....	128 S. First av., Mt Vernon, N. Y.....	96	.....	Ap 12
New England Hospital, Boston				
Morrison, Laura.....	49 W. 137th st., N. Y. C.....	09	F 12	....
St Luke's Hospital, New Bedford				
Connor, S. Gertrude.....	601 W. 136th st., N. Y. C.....	97	.....	F 12
Minnesota				
St Luke's Hospital Association, Duluth				
Macaulay, Kathleen E....	307 W. 98th st., N. Y. C.....	97	.....	D 11
New Jersey				
Bayonne Hospital and Dispensary				
Reid, Brigid G.....	Willard Parker Hosp., N. Y. C.....	09	Je 12	..
Christ Hospital, Jersey City				
Appoldt, Julia.....	541 E. 78th st., N. Y. C.....	06	.....	Jl 12
Cloyd, Juliette.....	78th st. and East End av., N. Y. C.....	03	.....	N 11
Evans, Ethel C.....	123 Lafayette av., Brooklyn, N. Y.....	02	.....	F 12

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
SCHOOLS IN OTHER STATES (continued)				
New Jersey (concluded)				
Englewood Hospital				
Barrowcliffe, Mae E . . . .	The Woman's Hosp., N. Y. C. . . .	00		S 11
Escobell, Frances E . . . .	345 Fifth av., N. Y. C. . . .	12	F 12	
Garrity, Dorothea O. . . .	Englewood, N. J. . . .	12	F 12	
Hayes, Cora M. . . .	426 Fifth st., Brooklyn, N. Y. . . .	12	F 12	
Malcolm, Margaret P. . . .	54 Benson st., Paterson, N. J. . . .	99		Mr 12
Walker, Anna M. . . . .	100 Railroad av., Nyack, N. Y. . . .	12	F 12	
Hackensack Hospital				
Cuttingham, Florence A. . .	238 W. 122d st., N. Y. C. . . .	10	Je 12	
Mooney, Jane G. . . . .	U. S. Naval Hosp., Washington, D. C. . .	12	Je 12	
Hospital of St Barnabas, Newark				
Dieseldorff, Maria Rosita.	81 Park av., Orange, N. J. . . . .	11	F 12	
Morristown Memorial Hospital				
Phillips, Anna L. . . . .	M. E. Hosp., Brooklyn, N. Y. . . .	09	F 12	
Mountainside Hospital, Montclair				
Cox, Marie D. . . . .	Montgomery, N. Y. . . . .	06	F 12	
Palmer, Florence A. . . .	Second av. and 17th st., N. Y. C. . . .	11	Je 12	
Rice, Lillian A. . . . .	69 Montclair av., Montclair, N. J. . . .	02		F 12
Newark City Hospital				
Dobbs, Mabel F. . . . .	Kingston Av. Hosp., Brooklyn, N. Y. . .	08	F 12	
Griffith, Selina M. . . .	Gouverneur Hosp., N. Y. C. . . .	07	Je 12	
Orange Memorial Hospital				
Baker, Kate . . . . .	186 Van Buren st., Brooklyn, N. Y. . .	97		Ap 12
Passaic General Hospital				
Kumke, Katherine. . . .	Marble Hill, Kings Bridge, N. Y. C. . . .	08	F 12	
Paterson General Hospital				
McCann, Johanna S. . . .	245 W. 14th st., N. Y. C. . . . .	03	F 12	
Mather, Mary E. . . . .	131 Cathedral pkway, N. Y. C. . . . .	04		Ap 12
Ross, Edith M. . . . .	183 W. 73d st., N. Y. C. . . . .	10	Je 12	
St Joseph's Hospital, Paterson				
O'Brien, Annie W. E. . .	95 Elhott av., Yonkers, N. Y. . . .	98		Jl 12
Ohio				
Cincinnati Hospital				
Palmer, Minette D. . . .	54 E. 34th st., N. Y. C. . . . .	96		M 12
Jewish Hospital, Cincinnati				
Bryan, Gertrude R. . . .	336 W. 95th st., N. Y. C. . . .	96		N 11
Buchanan, Hanna. . . .	501 St Clair av., Cleveland, O. . . .	03		S 11
Lakeside Hospital, Cleveland				
Blodgett, Gertrude . . . .	94 Lawrence st., N. Y. C. . . .	09	Je 12	
Tupper, Margaret. . . . .	94 Lawrence st., N. Y. C. . . .	09	Je 12	
Youngstown Hospital				
Cobban, Bessie R. . . . .	120 E. 34th st., N. Y. C. . . . .	08	Je 12	
Stirling, Martha R. . . .	237 Lincoln av., Youngstown, O. . .	11	Je 12	
Pennsylvania				
Polyclinic Hospital, Philadelphia				
Beazley, Ada C. A. . . . .	48 Macdougall st., N. Y. C. . . .	00		Je 12
Rogers, Margaret A. . . . .	232 E. 79th st., N. Y. C. . . .	10	Je 12	
Presbyterian Hospital, Philadelphia				
Talbot, Mabel H. . . . .	232 E. 79th st., N. Y. C. . . . .	07	Je 12	

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (continued)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
SCHOOLS IN OTHER STATES (concluded)				
Pennsylvania (concluded)				
St Luke's Hospital, South Bethlehem				
Berger, Ethel.	827 Halsey st., Brooklyn, N. Y.	09	F 12	..
Saeger, Carrie N.	122 Putnam av., Brooklyn, N. Y.	09	F 12	..
State Hospital, Scranton				
Rutledge, Sarah A.	426 E. 26th st., N. Y. C.	08	Je 12	..
University of Pennsylvania Hospital, Philadelphia				
Geary, Louise M.	227 W. 68th st., N. Y. C.	04	..	F 12
Woman's Homeopathic Association of Pennsylvania, Philadelphia				
Traeger, Elsa H.	265 Henry st., N. Y. C.	08	Je 12	....
Rhode Island				
Butler Hospital, Providence				
Carr, Anna M. J.	162 E. 82d st., N. Y. C.	11	Je 12	....
Newport Hospital				
Benson, Emma C.	1060 Lexington av., N. Y. C.	99	..	Mr 12
Burgess, Alice U.	505 N. Tioga st., Ithaca, N. Y.	03	..	Ap 12
Davidson, Effie N.	504 W. 112th st., N. Y. C.	03	..	F 12
Hanington, Frances T.	148 Sydney st., St John's, N. B.	00	..	F 12
Hatfield, Amy A.	221 W. 141st st., N. Y. C.	03	..	Ap 12
Kjaer, Elizabeth E. J.	63 Woodbury st., New Rochelle, N. Y.	05	..	Il 12
Likely, Mina M.	18 Elhott row, St John, N. B.	00	..	M 12
MacLean, Margaret.	504 W. 112th st., N. Y. C.	05	..	M 12
Whidden, Helen H.	504 W. 112th st., N. Y. C.	08	F 12	..
SCHOOLS IN FOREIGN COUNTRIES				
Canada				
MANITOBA				
Winnipeg General Hospital				
McLaurin, Anna L.	Fernie, B. C.	05	Je 12	....
Rosse, Ada J.	Woman's Hosp., N. Y. C.	05	Je 12	....
ONTARIO				
Cornwall General Hospital				
Le Poidevin, Irene.	504 W. 112th st., N. Y. C.	03	..	F 12
General Protestant Hospital (Lady Stanley Institute), Ottawa				
Cavanagh, Catherine G. D.]	504 W. 112th st., N. Y. C.	03	..	F 12
Grace Hospital, Toronto				
Lawrence, Catherine.	Saratoga Hosp., Saratoga Springs, N. Y.	00	....	S 11
Hamilton City Hospital				
Dow, Carrie	Woman's Hosp., N. Y. C.	09	F 12	..
Elliott, Irene	Woman's Hosp., N. Y. C.	09	Je 12	..
Gunter, Elma L.	Willard Parker Hosp., N. Y. C.	09	F 12	..
MacIntosh, Isabel M.	Woman's Hosp., N. Y. C.	10	F 12	..
Milne, Martha C.	504 W. 112th st., N. Y. C.	08	F 12	..
Hospital for Sick Children, Toronto				
Pye, Flora L.	601 W. 137th st., N. Y. C.	99	....	D 11
Wilcox, Clara J.	1329 Clinton av., N. Y. C.	97	..	Je 12
Kingston General Hospital				
Turner, Isabel C.	657 Park av., N. Y. C.	05	....	Il 12
Riverdale Isolation Hospital, Toronto				
Highsted, Jeanetta.	Willard Parker Hosp., N. Y. C.	04	....	D 11

Nurses registered on examination and under the waiver, August 1, 1911-  
July 31, 1912 (concluded)

NAME	ADDRESS	DATE OF		
		Graduation	Examination	Waiver
SCHOOLS IN FOREIGN COUNTRIES (concluded)				
Canada (concluded)				
ONTARIO (concluded)				
Rotherham House Hospital, Toronto (now extinct) <sup>1</sup>				
Caddy, Eva.....	Fox Memorial Hosp., Oneonta, N. Y.....	05	F 12	.....
St Michael's Hospital, Toronto				
Macdonell, Catherine H....	Woman's Hosp., N. Y. C.....	10	F 12	... ..
Stratford General Hospital				
Switzer, Caroline.....	63 W. 106th st., N. Y. C. ....	03	... .	S 11
QUEBEC				
Montreal General Hospital				
Bruce, Mary D .....	509 W. 1st st., Los Angeles, Cal.....	06	.....	F 12
Ogilvie, Jacobina M. . .	138 W. 96th st., N. Y. C.....	94	.....	Ja 12
Royal Victoria Hospital				
Binks, Ella G. . . . .	420 W. 116th st., N. Y. C.....	10	Je 12	.... .
Germany				
Franciskaner Hospital, Chemnitz				
Spencer, Anna . . . . .	208 Palmetto st., Brooklyn, N. Y.....	91	Je 12	.....

<sup>1</sup> Postgraduate course General Memorial Hosp., N. Y. City, 1906 and five years' experience as Superintendent of a registered school.





## XXI

# JOURNAL OF THE BOARD OF REGENTS

OF THE

# UNIVERSITY OF THE STATE OF NEW YORK

### MEETING HELD AT THE EDUCATION DEPARTMENT IN THE STATE NORMAL COLLEGE, ALBANY, AUGUST 31, 1911

The Board of Regents of the University of the State of New York met at the Education Department in the State Normal College, Albany, at 10 a. m., August 31, 1911, pursuant to a call duly sent to each Regent as provided by law.

The meeting was called to order by Vice Chancellor McKelway. The following Regents were present: Vice Chancellor McKelway, Pliny T. Sexton, T. Guilford Smith, Albert Vander Veer, Eugene A. Philbin. Lucian L. Shedden, Francis M. Carpenter and Abram I. Elkus. The Commissioner of Education was also present.

The Commissioner of Education presented excuses for absence from Regents Beach, Lord and Nottingham, which were voted satisfactory.

#### APPROVAL OF THE MINUTES OF THE LAST MEETING

The minutes of the meeting of June 22, 1911, were duly approved.

#### SECTION 64 SUSPENDED

On motion of Regent Sexton it was unanimously

*Voted*, That section 64 of the Regents Revised Rules be suspended during the session, in so far as it may affect any unanimous action of the Board.

## COMMUNICATION FROM THE COMMISSIONER OF EDUCATION

STATE OF NEW YORK  
EDUCATION DEPARTMENT  
COMMISSIONER'S ROOM

*Albany, August 31, 1911*

*To the Board of Regents:*

I submit the following information and recommendations concerning the business of the Department:

## APPOINTMENTS AND PROMOTIONS

Since the last meeting of the Board appointments and promotions have been made as follows:

**Examinations Division**

Charles B. Heisler, *Assistant Statistician*, promoted from \$1000 to \$1200 per annum

Ida M. Barton, *Examiner in Mathematics*, promoted from \$900 to \$1000 per annum

Grace S. Waterman, *Examiner in Science*, promoted from \$720 to \$900 per annum

**Library**

Eugenia E. Close, *Clerk*, promoted from \$720 to \$900 per annum

Florence B. Gray, *Library Assistant*, promoted from \$600 to \$720 per annum

Catherine M. Smith, *Junior Clerk*, promoted from \$480 to \$600 per annum

Hazel M. Rescott, *Junior Clerk*, \$480 per annum

Anna Williams, *Junior Clerk*, \$480 per annum

Albert D. Warner, *Page*, \$360 per annum

**Science Division**

Paul E. Reynolds, *Stenographer*, \$1000 per annum

EXPRESSION OF SYMPATHY FROM TRUSTEES OF THE PUBLIC LIBRARY,  
VICTORIA, AUSTRALIA, IN CONNECTION WITH THE LOSS OF OUR STATE  
LIBRARY

I present to the Board a letter from the chief librarian and secretary of the Public Library, Museums, and National Gallery of Victoria, Australia, transmitting resolutions of sympathy on

the part of the Trustees of the Public Library of Victoria in the loss of our State Library. I recommend that the same be given a place in the Journal, and that the thanks of the Board of Regents be transmitted to the Trustees of the Public Library of Victoria.

## PUBLIC LIBRARY, MUSEUMS, AND NATIONAL GALLERY OF VICTORIA

*Melbourne, 12th June, 1911.*

SIR:

I have the honour, by direction of the Trustees, to forward to you a copy of the following resolutions which were passed unanimously at the last meeting of the Board, viz:

"The Trustees of the Public Library of Victoria learn with much regret that the very valuable collections in the Library of the State of New York have been largely destroyed by a disastrous fire which occurred on the 29th of March, and they desire to place on record their deep sympathy with the citizens of New York and particularly the Regents of the University in the grievous loss sustained by the great library under their control."

"That a copy of this resolution be forwarded to the Regents of the University of the State of New York."

In conveying to you these resolutions, may I add an expression of my own sympathy in the great loss that has been sustained not only by your own people, but by the whole literary world in the destruction of so much of your magnificent library.

If you can suggest any way in which we can be of assistance, even in a small degree, I can assure you that your suggestions will receive the most sympathetic consideration.

I have the honour to be,

Sir,

Your obedient servant

E. LAT. ARMSTRONG

*Chief Librarian and Secretary*

*Mr James I. Wyer, Jr*

*Director of State Library*

*Albany, New York*

*U. S. A.*

REPORT OF THE STATE BOARD OF MEDICAL EXAMINERS UPON THE  
COMMUNICATION FROM THE ERIE COUNTY MEDICAL SOCIETY

The Board will recall that at its meeting of April 19th, it was voted that the report of the Erie County Medical Society be referred to the State Board of Medical Examiners, with directions to report to the Commissioner of Education as soon as may be concerning steps which ought to be taken to guard the gateways of the medical profession, to punish and suppress meretricious practices, and to assure the more general prevalence of higher moral and scientific standards in such profession.

In accordance with this action, the report was duly referred, and under date of June 21, 1911, too late to be presented at the meeting of the Board held June 22d, the State Board of Medical Examiners made its report, which I have condensed in such manner as to present to you the substance of the report as follows:

1 There is no question but that some members of the profession, who are specialists, are in the habit of secretly dividing their fees with, or of granting commissions to, physicians who recommend their services; that such unethical methods are far from being general, are for the most part confined to the larger cities and limited to a small percentage of practitioners. It is recommended that diligence on the part of the officials of county medical societies may make it possible to uncover acts of this kind, and it is the opinion of the board that if the clause of the medical practice act, making fraud and deceit punishable by the revocation of a license, does not provide ample powers, the penal code should be amended to enable the authorities to punish such offenders. The State medical societies should take cognizance of the evil and advise the respective county organizations to take action deprecating such practices and calling upon members to report all cases of this kind coming to their attention.

2 That while all of the eleven medical schools of the State may not maintain as high a standard as is desirable, yet there has been a steady advancement of this standard for the past twenty years; that because the schools are private corporations, though operating under State charters and in some measure under State control, they are yet, for the most part, unendowed and therefore reliant upon their own resources and upon patronage for the funds necessary to operate them; that although formerly the

members of the faculties of these various institutions who were practitioners realized a financial return for their services as teachers, now almost universally they return their fees to the institution for the improvement of the institution itself, except in the case of the full-time professors who are dependent upon their salaries for support; that there are, strictly speaking, no proprietary medical schools in this State; that because of their being unendowed, some of the schools have been seriously handicapped and have been, and may yet be, deficient in the necessary equipment and facilities for practical experiment and clinical instruction. Wherever this is the case, the school should be compelled to remedy any deficiency in equipment or in teaching force or in clinical facilities that may be necessary to enable it to do efficient, scientific work; that in urging the schools to higher standards, it should be the aim wisely to encourage those who now control the medical schools of the State so that their efforts for material assistance may be realized and endowments supersede subscriptions, thus insuring fixed incomes for the maintenance and improvement of the schools.

3 With reference to the number of medical schools in the United States, it may be admitted that there are more such schools than are necessary for educating men in the profession; that in New York State, while there are eleven undergraduate medical schools, each fulfils functions of its own. There is no objection to a small and meagerly attended medical school if the facilities for imparting a proper medical education are at hand, and there may be reasons why a small school with a few students should graduate men who will be the peers of those coming from the largest and most generously attended schools. It is recommended that the Department of Education make an annual inspection of every medical school in the State; that the secretary of the board accompany one of the Department's lay inspectors at the time of such inspection so that both a pedagogical and a professional report upon the status of each medical school in the State shall be available at any time. It is proposed that the medical standard be advanced by requiring:

(1) That all intending medical students pass examinations in certain scientific subjects, and

(2) That before taking the professional examination for license, at least six months' hospital training be required of all candidates.

4 That while the present method of examination for medical licenses may not be perfect, it is still contended that examinations bearing on the *science* of medicine are as complete and exacting as written tests can make them; that in those states where practical tests for final examinations have been held, the results are not by any means satisfactory; that the six months' hospital training which should be required of all candidates before admitting them to the licensing examination would take the place of the practical examination suggested in the report, because the physicians in attendance upon the hospitals would make report upon the practical knowledge of the would-be licensed candidate. Suggestion is made of certain possible improvement of the written tests, which seems to the board impracticable; that the report of the Erie County Society was made without knowledge of the fact that prior to its submission several changes looking to the strengthening of the medical examinations had been adopted by the State Board, with the approval of the Board of Regents; and that the Board of Regents itself is slowly but as rapidly as should be advancing the standards both for the medical schools and for the medical examinations.

It may be said without fear of contradiction that the educational standards required of those wishing to enter the medical profession in New York State have been advancing in keeping with possibilities, and that they will continue to advance to the credit of the profession and to the profit of the State; that to force the issue by exacting requirements out of consonance with the facilities of the schools or out of harmony with the views of the mentors of the profession, would only precipitate a reactionary spirit which might at least retard the present advance; that the board advises against any precipitate action and advocates deliberative action after careful conference.

I am not prepared to advise the approval at once of the definite recommendations made by the State Board of Medical Examiners, one of which relates to the inclusion of scientific subjects in the examinations preliminary to medical study, and the other of which would enforce six months of hospital training in advance of the State examinations for admission to the medical profession. To carry out these recommendations would involve some amendments to the medical practice act, so that in any event they are not immediately feasible; nor am I prepared to indorse all the reasoning

of the State Board of Medical Examiners. Yet I would not have it inferred that the action of the Medical Society of Erie County and of the State Board of Medical Examiners concerning this whole subject is lightly regarded. The matter is one which goes close to the heart of the difficulties about assuring a scientifically educated medical profession and about outlawing pretenders and charlatans. I am abundantly convinced that there is a great deal of corruption in the medical profession, and that it is too often sought to be hidden and glossed over, rather than exposed and expurgated, by the code of ethics and the common practices of the profession, and I am also abundantly convinced that, notwithstanding all that has been done heretofore to punish offenders against ethical medical practice and to assure a medical profession which shall be scientifically qualified with reasonable universality, still very drastic steps need to be taken before these ends will be even measurably attained. It is a subject which needs to be publicly agitated and to be most carefully considered by educational and professional experts. We may go much further than we have yet gone without any apprehension of danger of an inadequate number of physicians, and we must go much further or realize that the State will be discredited by the presence of many men flaunting licenses to practise medicine under our authority, who are not at all competent to practise the profession in any scientific, definite or exact way, because the ingenuity with which many of them get through medical schools and pass medical tests is far greater than the assiduity which they bring to a serious study of a very great subject, and I am sorry to say that in all this they often are aided and abetted by some of the medical schools themselves, and their deficiencies and corruption in one way or another are too often ignored or acquiesced in by the medical profession itself.

I therefore recommend that no definite action of the Board of Regents be taken upon this matter at this time, but I announce to the Board my intention of presenting some definite recommendations of my own upon the matters raised by the report of the Erie County Medical Society and that of the State Board of Medical Examiners, as soon as there can be sufficient time for full consideration and for consolidating the professional support which must always be relied upon to gain any substantial headway in uplifting the medical profession.

THE AMENDED RULES OF THE COURT OF APPEALS IN RELATION TO THE  
ADMISSION OF ATTORNEYS AND COUNSELORS AT LAW

In November 1910 the State Board of Law Examiners offered the Court of Appeals certain suggestions for meeting the requests of the judiciary and the bar for the strengthening of the rules regulating admission to the bar in this State. This Department was invited to cooperate with the State Board of Law Examiners and in January 1911 I submitted a statement to be laid before the committee of members of the Court which was considering the revision of rules for admission to the bar, and particularly called attention to certain recommendations.

May 17, 1911, the Court amended its Rules for the Admission of Attorneys and Counselors at Law to take effect on July 1, 1911.

Meanwhile a studious inquiry which had been in progress during the fall by the Chief of the Examinations Division led both the First Assistant Commissioner and myself to conclude that the work done in the State examinations for the 60 count qualifying certificates was decidedly inferior to that done in the approved secondary schools. On my recommendation to you January 25, 1911, you amended section 387 entitled "Sixty Count Qualifying Certificates" so that after February 1, 1911 law student certificates, as well as the other qualifying certificates, could be earned on 60 counts only, including certain specified subjects. But the Court's amended regulations concerning preliminary studies provide that "applicants . . . before entering upon the clerkship or attendance at a law school . . . shall have passed an examination conducted under the authority and in accordance with the ordinances and rules of the University of the State of New York in English, three years; mathematics, two years; Latin, two years; science, one year; history, two years; or in their substantial equivalents as defined by the rules of the University."

June 20, 1911, the State Board of Law Examiners, through its secretary, and the Education Department, through the First Assistant Commissioner, conferred regarding the administration of the new rules in effect July 1, 1911. This conference was held with a view to precluding any misunderstanding between the State Board of Law Examiners and this Department in the interpretation of the Court's and the Regents revised rules. This was the more necessary because the Court's rules materially conflict with sections 407, 471, 472, 473 and 474 of the Regents Revised Rules.



June 23, 1911, the State Board of Law Examiners filed a memorandum of the understanding entered into between the Department and that board, from which it appears that until otherwise directed the State Board of Law Examiners will unite with the Regents of the University of the State of New York in placing the following constructions on the amended rules.

**1 Preliminary educational requirements.** The law student who began the study of law prior to June 1, 1908, who has failed to qualify prior to July 1, 1911, under the rules in force when he began his study of law, must qualify under the higher requirements of the rules in effect on June 1, 1908. An examination in what are called the set subjects must cover all the subjects, viz: English — three years, 10 counts; mathematics — algebra and geometry, 10 counts; Latin — grammar, composition and Caesar, 10 counts; science — physics, 5 counts; history — American history and civics, history of Great Britain and Ireland, and economics, 10 counts; and that there can not be any equivalents or substitutes therefor or for any of them, and that if a student passes in, say, four out of the five set subjects, he must perforce pass in other subjects to aggregate sixty counts as provided by the Regents Rules referred to above in order to become entitled to a law student certificate. The law student certificate issued on the set subjects is not to be construed, or considered, or called a 45 count certificate and counts in the manner used by the Regents are not to be applied thereto when the examinations in the set subjects in their entirety are taken, or passed, or a law student certificate is issued thereon.

**2 The registration of law schools, colleges and universities.** The registration of schools of law, of colleges and universities, lies entirely within the jurisdiction of the Regents, and the State Board of Law Examiners agrees to recognize the credentials of no school of law, college or university not registered by the Regents as maintaining their requirements and the requirements of the rules of the Court of Appeals regulating admission to the bar in this State taking effect July 1, 1911.

On the recommendations of the First Assistant Commissioner and the secretary of the State Board of Law Examiners, I recommend the following amendments to the Regents Rules, viz, that section 407 read:

§ 407 **Schools of law.** On formal application a school of law may be registered as maintaining the law school standards required by the rules of the Court of Appeals and the Regents of

the University of the State of New York in relation to the admission of attorneys and counselors at law.

(1) It must be an incorporated law school or a law school connected with an incorporated college or university having a law department organized with competent instructors and professors, in which instruction, as hereinafter provided, is regularly given; (2) it must have suitable equipment and resources; (3) competent instructors; (4) classroom and library facilities; (5) it must require that before beginning the course for the degree all matriculates afford evidence of a general preliminary education equivalent to at least a four-year high school course after eight years of elementary preparation; (6) it must require good and regular attendance and the successful completion of a prescribed course of three years of instruction; (7) it must maintain a school year consisting of not less than 32 school weeks, exclusive of vacations, in which not less than 10 hours of attendance upon law lectures or recitations of such prescribed course be given or conducted by regular members of the faculty in each week; (8) it must require residence during at least the last year of the course before it confers the degree of LL.B.; (9) it must require that the graduate be of good moral character and at least 21 years of age.

Law schools that can not be registered as affording three full years of instruction as above provided may be accredited by the Department for one or two years.

That Chapter XIII be amended to read:

*Relations with the State Board of Law Examiners under the Rules of the Court of Appeals.*

§ 471 **General preliminary education.** Until otherwise directed by the Court of Appeals the Regents and the State Board of Law Examiners shall construe subdivision seven of rule VII of the rules regulating admission to the bar in this State as amended May 17, 1911, to take effect July 1, 1911, to mean, that on and after July 1, 1911, all law student certificates shall be issued under and pursuant to the requirements of the Court of Appeals in force June 1, 1908, and conform thereto, irrespective of the time when the applicant began the study of the law.

§ 472 **Qualifying certificates for admission to law schools or to the examinations of the State Board of Law Examiners.** The law student certificate issued by the Regents only, or a certified copy thereof, shall qualify an applicant for admission to a law school or to the examinations of the State Board of Law Examiners. The issuance of law student certificates shall be governed, so far as applicable, by the Regents Revised Rules, their rules for general academic and other professional examinations.

§ 473 **Law student certificate earned on set subjects.** The law student certificate issued on the set subjects shall not be construed, or considered or called a 45 count certificate and counts are not to be applied thereto when the examinations in the set

subjects in their entirety are taken, or passed, or a law student certificate is issued thereon. The set subjects are those enumerated in the former Regents rule section 387, viz: English—three years; mathematics—algebra and geometry; Latin—grammar, composition and Caesar; science—physics; history—American history and civics, history of Great Britain and Ireland, and economics.

§ 474 **Law student certificate on substantial equivalents.** The substantial equivalents on which law student certificates may be issued as defined by the rules of the University shall be (1) the 60 count earned in Regents examinations; (2) the partial equivalent earned in Regents examinations and attendance on recognized secondary or higher institutions; (3) certificates from approved secondary schools; (4) credentials from registered institutions that represent the completion of a course of study equivalent to graduation from a registered New York high school or academy.

§ 475 **Law student certificate on equivalents substituted by the court.** The credentials on which law student certificates may be issued as defined by the rules of the Court shall be one of the following: (1) the successful completion of a full year's course of study in a college or university registered by the Regents; (2) the successful completion of a four-year course of study in an institution registered by the Regents as maintaining a satisfactory academic standard; (3) a Regents diploma.

§ 476 **Application of special rules.** The Regents special rules applying to medical and other professional certificates shall govern the issuance of law student certificates, including the requirements regarding the preliminary subjects and the evidence for dating back certificates.

#### RULES OF PROCEDURE FOR THE ACCREDITING OF PROFESSIONAL SCHOOLS

During last year careful consideration was given to the question of accrediting the professional schools by the Department. A communication was addressed to the various professional schools of the United States registered by the Regents proposing that schools registered by the Regents should give the work of institutions accredited by the Department no higher recognition than that accorded such institutions in the accredited list. For example, the successful completion of the four-year course in a professional school accredited for three years should be accorded three years' recognition only by the professional schools registered by the Regents. Very many replies were received from the schools, the great majority of them expressing entire accord with the proposition submitted. The reasons for this study and representative quotations from the many replies received by the

Department were printed in Title III of the Annual Report for last year.

From a careful analysis of the suggestions referred to, several important conclusions were reached and it was proposed to recommend to the Regents for their consideration certain rules of procedure. Inasmuch as the requirements for the registration of schools of law, medicine and pharmacy have materially advanced during the past school year and there is necessity for a careful and full revision of the list of professional schools registered by the Regents, the time seems ripe for the adoption of rules of procedure for the accrediting of professional schools.

On the recommendation of the First Assistant Commissioner, therefore, I recommend the adoption of sections 417 and 418 under Chapter X of the Regents Revised Rules.

§ 417 **Accredited professional schools.** Professional schools unable to meet the standards required by the Regents for registration in full shall be accredited by the Department for one or more years of professional training so far as they meet the requirements for admission and for professional training set by the Regents standards.

§ 418 **Recognition accorded accredited professional schools.** Professional schools registered by the Regents shall give the work of accredited institutions no higher recognition than that accorded such institutions in the Department's accredited list, viz: (1) the successful completion of a four-year course in a professional school accredited by the Department for three years shall be accorded three years' recognition only; (2) the successful completion of a three-year course in a professional school accredited by the Department for two years shall be accorded two years' recognition only; (3) the successful completion of a two-year course in a professional school accredited by the Department for one year shall be accorded one year's recognition only.

A registered school may refuse to accord an accredited institution the recognition given it by the Department but it may not give it any higher recognition.

#### EQUIVALENTS FOR ENTRANCE TO PROFESSIONAL SCHOOLS

From the very beginning of the reorganization of the Education Department, the question of recognizing work in professional schools in lieu of the general preliminary education for admission to other professional schools has been under consideration. It has appeared to me that a degree from a professional school, for example, the M. D. degree from a registered school, was sufficient evidence of education to warrant recognition in lieu of Regents

examinations for a law student certificate, or for a dental student certificate. After conference with the Assistant Commissioners in 1905, credit was tentatively assigned to the degrees of registered medical, dental, veterinary and theological schools as equivalent to 30 academic counts. The advancing requirements of the schools of pharmacy and the changing conditions in the other professional schools since that date caused me to modify the procedure, and upon the experience gained from such procedure I am of the opinion that the time has come to give it permanency by Regents action.

I therefore recommend the adoption of a Regents rule, to be numbered section 344, as follows:

§ 344 **The degrees of professional schools recognized toward qualifying certificates.** In estimating equivalents for entrance to other professional schools, degrees shall be accepted from (1) theological schools registered as maintaining a three-year curriculum for 30 counts; (2) law schools registered as maintaining a three-year curriculum for 30 counts, a two-year curriculum for 15 counts; (3) medical schools registered as maintaining a four-year curriculum for 45 counts, accredited as maintaining a four-year curriculum for 30 counts, a three-year curriculum for 15 counts; (4) dental schools registered as maintaining a three-year curriculum for 30 counts; (5) veterinary schools registered as maintaining a three-year curriculum for 30 counts; (6) pharmacy schools registered as maintaining a three-year curriculum for 30 counts, a two-year curriculum for 15 counts. A certificate of fact shall be required in each instance and the certificates of professional schools shall be recognized for students completing the work subsequent to the date of registration or accrediting only.

#### AMENDMENT OF RULES OF NEW YORK STATE BOARD OF PHARMACY

Article XI of the Public Health Law provides that the State Board of Pharmacy shall make rules subject to the approval of the Regents.

The State Board at its annual meeting September 27-28, 1910, adopted a set of rules which were approved and published in the Journal of the Regents meeting October 27, 1910.

The experience of one year's work under these rules has led the State Board of Pharmacy to request a slight modification to two of them. The amendments have the indorsement of the First Assistant Commissioner, and I recommend that they have your approval at this meeting. The proposed amendments are as follows:

Amend rule 17 entitled "Applicants" by inserting the additional paragraph:

*d Passing in practical pharmacy.* An applicant that obtains 75 per cent or over in practical pharmacy need not be reexamined in that subject except for cause.

Amend rule 25 entitled "Licenses" so that it shall read as follows:

§ 25 **Licenses.** The license of another state board of pharmacy registered by the Regents that was issued prior to January 1, 1905, may be accepted *in lieu of the pharmacy student certificate and diploma from a registered school of pharmacy* for admission to the examinations for licensed pharmacist when the applicant affords evidence of having had the experience and the other qualifications required under the present law and rules.

STATE BOARDS OF PHARMACY REGISTERED AS MEETING THE PROVISIONS  
OF RULE 25 OF THE RULES OF THE STATE BOARD OF PHARMACY

Rule 25 of the rules of the State Board of Pharmacy provides that the license of another state board of pharmacy registered by the Regents that was issued prior to January 1, 1905, may be accepted in lieu of a pharmacy student's certificate and diploma from a registered school of pharmacy for admission to the examination for a licensed pharmacist, when the applicant affords evidence of having had the experience and the other qualifications required under the present law and rules. In conformity with this rule, I recommend that the following state boards of pharmacy be registered as meeting the provisions of this rule:

Arkansas, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee.

REVOCATION OF THE EXEMPTION CERTIFICATE OF HYMAN GOLDBUS TO  
PRACTISE OPTOMETRY

Article 15, section 306, of the Public Health Law, relating to optometry, provides that the Board of Regents shall have power to revoke any certificate of registration or exemption granted by it under this article, the holder of which is guilty of any fraud or deceit in his practice, has been convicted of crime, or is an habitual drunkard, or grossly incompetent to practise optometry. The State Board of Examiners in Optometry, when charges are preferred, shall designate three of their number to hear and deter-

mine said charges. If the said committee shall unanimously find that said charges or any of them are sustained and shall unanimously recommend that the certificate of the accused be revoked or his registration be annulled, the Regents may thereupon, in their discretion, revoke such certificate or annul said registration, or do both.

Charges were preferred against Hyman Goldbus by F. E. Robbins, president of the Optical Society of the State of New York, in view of the fact that Mr Goldbus had been convicted of grand larceny. The committee of the State Board of Examiners in Optometry served a copy of the charges upon Mr Goldbus, with notice to appear before the committee in the city of Syracuse on Thursday, March 2, 1911, at 2 p. m. Instead of appearing Mr Goldbus waived his rights and voluntarily returned his certificate to the State Board of Examiners in Optometry.

I therefore recommend that the certificate of exemption from examination to practise optometry, issued to Hyman Goldbus under date of July 8, 1909, be revoked and his registration be annulled.

#### REGISTRATION OF COLLEGES AND PROFESSIONAL SCHOOLS

I recommend that the following colleges and professional schools be registered as meeting the approval of the Department:

#### § 403 *Approved colleges or universities conforming to the order of the Court of Appeals*

Name of institution	Location	President	Degrees registered
Augustana College & Theological Seminary . . . . .	Rock Island, Ill. . . . .	Gustav Andreen. . . . .	B.A.
Augustinian College of Villanova. . . . .	Villanova, Pa. . . . .	Edward G. Dohan. . . . .	B.S. in C.E.
Cornell University. . . . .	Ithaca, N. Y. . . . .	J. G. Schurman . . . . .	B.S. in Agri.
Elon College. . . . .	Elon College, N. C. . . . .	W. A. Harper. . . . .	A.B., Ph.B.
George Washington University. . . . .	Washington, D. C. . . . .	Charles L. Stockton. . . . .	B.S. in C.E., M. E. and E.E.
The Woman's College . . . . .	Frederick, Md. . . . .	Joseph H. Apple. . . . .	B.A.

#### § 404 *General credentials*

Name of institution	Location	President	Degrees registered
Augustana College & Theological Seminary . . . . .	Rock Island, Ill. . . . .	Gustav Andreen. . . . .	B.A.

§ 408 a, b, c *Schools of education*

Name of institution	Location	President
Columbia University..... (Extension courses)	New York City ..	Nicholas Murray Butler

§ 411 *Schools of pharmacy*

Name of institution	Location	Dean
University of Southern California..	Los Angeles . . .	Laird J. Stables

§ 452 *Approved schools of nurse training*

Name of institution	Location	Superintendent
Albany Hospital Nurses Training School..	Albany, N. Y. . . .	Susan C. Hearle
Illinois Training School for Nurses . . . . .	Chicago, Ill. . . .	Helen Scott Hay
Henry W. Bishop 3rd Memorial Training School for Nurses . . . . .	Pittsfield, Mass.	Mary M. Marcy

## RESCINDING OF REGISTRATION

I recommend that the registration of the following institution be rescinded inasmuch as it is to be registered under the name "Albany Hospital Nurses Training School":

Name of institution	Location	Superintendent
Training School for Nurses.....	Albany, N. Y. . . .	Susan C. Hearle

Respectfully submitted

A. S. DRAPER

*Commissioner of Education*

## ACTION BY THE REGENTS

The Regents unanimously took the following action upon the recommendations of the Commissioner of Education:

*First:*

On motion of Regent Sexton,

*Voted,* That the appointments and promotions reported by the Commissioner of Education be approved.



*Second:*

On motion of Regent Vander Veer,

*Voted*, That the sincere thanks of the Regents be extended to the Trustees of the Public Library of Victoria, Australia, for their very kind expression of sympathy and offer of assistance in view of the destruction of our State Library.

*Third:*

On motion of Vice Chancellor McKelway,

*Voted*, That it is the desire of the Board of Regents that the Commissioner of Education shall make his recommendations in the matter of the report of the State Board of Medical Examiners upon the communication from the Erie County Medical Society at as early a date as practicable; and that the said report be referred to the committee on higher education.

*Fourth:*

On motion of Regent Elkus,

*Voted*, That section 407 of chapter X, and all of chapter XIII of the Regents Revised Rules, be amended to conform to the rules of the Court of Appeals, as recommended by the Commissioner of Education.

*Fifth:*

On motion of Regent Sexton,

*Voted*, That two new sections, to be known as sections 417 and 418, and relating to the accrediting of professional schools, be added to chapter X of the Regents Revised Rules, as recommended by the Commissioner of Education.

*Sixth:*

On motion of Regent Philbin,

*Voted*, That a new section, to be known as section 344, be added to chapter VIII of the Regents Revised Rules, as recommended by the Commissioner of Education, covering credits allowed for degrees of professional schools, toward qualifying certificates.

*Seventh:*

On motion of Regent Carpenter,

*Voted*, That the Board of Regents approves the amendments to rules 17 and 25 of the State Board of Pharmacy, as submitted

by the said board and recommended by the Commissioner of Education.

*Eighth:*

On motion of Regent Elkus,

*Voted*, That the State Boards of Pharmacy of the twenty-two states named in the recommendation of the Commissioner of Education, be registered as meeting the provisions of rule 25 of the New York State Board of Pharmacy.

*Ninth:*

On motion of Regent Smith,

*Voted*, That the certificate of exemption from examination to practise optometry held by Hyman Goldbus be revoked and his registration annulled.

*Tenth:*

On motion of Regent Sexton,

*Voted*, That the institutions named in the list of colleges and professional schools submitted by the Commissioner of Education, be registered as maintaining required, approved and proper standards.

*Eleventh:*

On motion of Regent Sexton,

*Voted*, That the registration of the Training School for Nurses, located at Albany, N. Y., be rescinded inasmuch as the institution is to be registered under the name of "Albany Hospital Nurses Training School."

APPROPRIATIONS FOR THE EDUCATION BUILDING AND THE  
STATE LIBRARY

The Commissioner of Education made a somewhat extended statement to the Board concerning occurrences in connection with appropriations of \$200,000 for furnishing the Education Building and of \$1,250,000 for reconstructing the State Library, which had been passed by the Legislature and then vetoed by the Governor. After much discussion of the subject by members of the Board, the following action was taken:

On motion of Vice Chancellor McKelway, seconded by Regent Elkus, it was

*Voted, First,* That the Board of Regents learns with peculiar satisfaction, through the Commissioner of Education, that Governor Dix vetoed the appropriations made by the Legislature for furnishing the Education Building and for the reconstruction of the State Library, not on account of his disapproval of the amounts named, but because of his belief that the moneys would not be needed for some months.

*Second,* That the information that the Governor would, upon the reconvening of the Legislature next week, favor legislation meeting the present needs of the Department as to the Education Building and the new State Library, and would favor appropriations in the amounts which the Board has asked for these purposes being made by the Legislature of 1912, is very grateful to this Board.

*Third,* That as to the appropriation for furnishing the Education Building, the Board expresses its acquiescence in the suggestion of the Governor that the money for the purpose is not needed at once, but it represents to him that considerable parts of the Education Building seem likely to be ready for occupancy within three or four months and the whole of it within seven or eight months; that many months will be required to settle upon designs, secure and determine propositions, make contracts, manufacture furnishings, and get the same installed and ready for use; that the veto of the appropriations has cut off the authority of the Department to enter upon these preliminary stages of the matter; and that it is exceedingly desirable that legislation be had before the final adjournment of the Legislature, conferring upon the Department ample authority to act in the matter and contract for the State up to a limit of \$200,000, which shall be payable at about the time of the delivery of the goods, if it does not seem to him practicable to appropriate the money at this time.

*Fourth,* That the Governor be advised that in the judgment of this Board an immediate appropriation for the new State Library is more urgent than for furnishing the Education Building; that he is correct in thinking that much money is not just now needed for this purpose, but a small sum is much needed at once; and that the authority to enter upon extended investigations, to place orders and make contracts for the future delivery of library materials must be given at an early day if the State is to make a new library available to the professions, the organizations, the government departments and particularly to the very

imperative necessities of the Education Department, as early as may be properly expected. It was necessary to exhaust the ordinary library appropriation for the year immediately after the fire, and it has been necessary to anticipate that for the next fiscal year, in order to get materials to keep the traveling libraries and the State Library School in operation. We are delaying plans and agreements for the repair and remounting of thousands of historical documents which claim outside help and require money. We have already lost several advantageous opportunities to secure rare library materials which the State must acquire whenever it can, because we are not only without the purchase money, but also without authority to make agreements for future payment. Beyond the sum of money needed at once or at an early day, it must be said that it is exceedingly desirable that the Department should have definitely settled as soon as possible what amount of money it may count upon, and within what limits of time, for the foundations of the new Library, if the great work is to proceed upon a rational and comprehensive plan and with the prudence and reasonable expedition which the people of the State demand. Large and lasting results must be always in mind, and it is obvious enough that the library which would grow out of uncertain appropriations made from year to year, even though the aggregate of cost should be greater, would be in poorer form, have less strength and necessarily less balance, and be less adaptable to the uses and purposes of the State, than one for which provision had been made at the beginning for the best that is now in print in the many lines of publications which would aid and culture the varied and complex intellectual activities of the first State in the Union. The State of New York has no money to waste, but it may easily do whatever it needs to do in this behalf, and it ought to keep in mind the injunction of a former great Governor of New York, DeWitt Clinton, when he said, "It can not be too generally understood that in promoting the great interests of moral and intellectual cultivation there can be no prodigality in the application of the public treasure."

To this end the Board of Regents is obliged to avail itself of the cordial personal sympathy and official aid which the Governor had so kindly proffered, and assures him that an immediate appropriation of \$250,000 for library purposes is very desirable, and that statutory authority is very much needed at once to enter upon plans involving further appropriations of perhaps

\$500,000 to be available by October 1, 1912, and \$500,000 by October 1, 1913.

*Voted*, That the foregoing be transmitted to Governor Dix with the respectful request that he consider the propriety of recommending to the Legislature, by emergency message, such legislation as will give the Department authority to enter upon the preliminary negotiations for these purposes at once and make contracts which will assure a State Library suited to the needs of such a State at the earliest day possible.

#### PROPOSED BILL

The Regents and the Commissioner of Education discussed the matter of preparing a bill for introduction in the Legislature early in the adjourned session which will begin September 6, 1911, providing for the reestablishment of the State Library and making appropriations therefor, and for the authorization of contracts for the furnishing of the Education Building.

Upon motion of the Vice Chancellor, it was

*Voted*, That the whole matter of the form of this bill be committed to the committee on legislation and the Commissioner of Education, with power.

#### REPORT OF THE CHARTER COMMITTEE

Regent Sexton as chairman of the charter committee presented its report and recommendations, upon which the following action was taken :

#### CHARTER GRANTED

**East Hampton Free Library.** *Voted*, That a charter be granted incorporating Emily H. Wheelock, C. Isabella Hedges, Mary A. Stimson, Mary T. Dayton, Eloise C. Osborne, Harriet F. Herrick, Annie M. C. Homan, Ellen D. Hedges, Bessie R. Spring, Mary C. Hand, Margaret A. Rowe, Mary L. Woodhouse and their associates and successors as a free public library under the corporate name of East Hampton Free Library, to be located in the village of East Hampton, Suffolk county, N. Y., with twelve trustees, to be at first the persons named as incorporators to hold, in the order of their naming, three for one year, three for two years, three for three years and three for four years, and their successors to hold

for terms of four years to be elected three each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide.

#### PROVISIONAL CHARTERS GRANTED

**Pride of Jerusalem School.** *Voted,* That a provisional charter be granted incorporating Meyer Kalmanowitz, Hyman Dolinsky, Meyer Smolowitz, Isser Reznik, Aaron Meinster, Jacob J. Herman and their associates and successors as a school for instruction in elementary studies, and in the Hebrew language, Hebrew religion, Hebrew history, in the Talmud and in other studies pertaining to the Hebrew religion, under the corporate name of Pride of Jerusalem School, to be located in the city of New York, with six trustees to be at first the persons named as incorporators to hold in the order of their naming for, respectively, one, two, three, four, five and six years, and their successors to hold for terms of six years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall, to the satisfaction of the Regents, acquire sufficient suitable equipment and be maintaining a school of approved standard.

**Eden Free Library.** *Voted,* That a provisional charter be granted, incorporating Ella A. Hill, Arminda A. Shaw, Clara M. Shaw, Nettie D. Baldauf, Martha M. Fiske Hubbell and their associates and successors as a free public library under the corporate name of Eden Free Library, to be located at Eden, Erie county, N. Y., with five trustees, to be at first the persons named as incorporators to hold in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Lawyersville Free Library.** *Voted,* That a provisional charter be granted incorporating Jared Van Wagenen, jr, Sarah L. Utter, Charles J. Settle, Mae Linster, Elmer Ottman and their associates and successors as a free public library under the corporate name of Lawyersville Free Library, to be located at Lawyersville, Schoharie county, N. Y., with five trustees to be at first the persons named as incorporators to hold in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Skidmore School of Arts of Saratoga Springs.** *Voted,* That a provisional charter be granted incorporating Lucy Skidmore Scribner, Isabella J. Downs, Cora E. Mott, Maude F. Humphrey, Frances H. Fish, Miriam D. James, Lillian J. E. W. Bockes, Emma P. Levingston, Mary K. Butler, Harriet F. Moriarta, Ella F. M. Starbuck, Kate O. Yates, Gertrude V. Hodgman, Matilda E. Adee, Jean Y. Bullard, M. Adelia Penfield, Grace M. Wagman, Caroline R. Kneil and their associates and successors as a school of domestic arts and science and self-helpful occupations, of music in all its branches and of such fine arts as said trustees shall from time to time decide to have included in its curriculum, under the corporate name of Skidmore School of Arts of Saratoga Springs and to be located at Saratoga Springs, N. Y., with eighteen trustees to be at first the persons named as incorporators to hold, in the order of their naming, six for three years, six for two years and six for one year, and their successors to hold for terms of three years to be elected six each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution of educational character and public usefulness satisfactory to them.

## REGISTRATION OF LIBRARIES

*Voted*, That in compliance with the request of their trustees the following libraries, each of which has been found on official inspection to be meeting the requirements of the Regents, be registered as maintaining a proper standard:

East Hampton Free Library  
Hornell Public Library  
Locust Valley Library

## SPECIAL GRANTS TO LIBRARIES

*Voted*, That a grant of \$100 be made to each, Eden Free Library and Lawyersville Free Library, if an equal amount be otherwise provided in each case before October 1, 1911, and the purposes for which the money will be used be approved by the Commissioner of Education.

## CONDITIONAL GIFT FOR PUBLIC LIBRARY PURPOSES

**Union free school district no. 21 of the town of Hempstead.** It having been duly made known to the Regents of the University, by the certificate of George S. Skilton, clerk of union free school district no. 21 of the town of Hempstead, in Nassau county, N. Y., that, at a special district meeting held on July 6, 1911, the legal electors of the said district adopted the following preamble and resolution:

Whereas, Andrew Carnegie has offered the sum of ten thousand dollars (\$10,000) for the purpose of erecting and constructing a free public library building at Rockville Centre, in the town of Hempstead, Nassau county, New York, on condition that a suitable site for such public library building be provided and an annual appropriation of not less than one thousand dollars (\$1000) for the maintenance of such free public library be voted by the municipality or district accepting the same;

Resolved, That the aforesaid gift of Andrew Carnegie of the sum of ten thousand dollars (\$10,000) for library purposes, to wit—the building and erection of a library building for a free public library at Rockville Centre, Nassau county, New York, on condition that a suitable site be provided and an annual appropriation of not less than one thousand dollars (\$1000) for the maintenance of such free public library be voted as aforesaid, be and the same hereby is accepted by said union free school district no. 21 of the town of Hempstead, Nassau county, New York.

And the conditions of the foregoing stated gift and vote of acceptance having been duly considered by the Regents, upon the recommendation of their charter committee, it was



*Voted*, That the Regents of the University approve the acceptance by union free school district no. 21 of the town of Hempstead, in Nassau county, N. Y., of the aforesaid conditional gift from Andrew Carnegie, as voted at a special meeting of the said district held on July 6, 1911, and that instrument embodying this record of their approval be executed by and in behalf of this Board of Regents under their seal and attested by the official signature of the Chancellor, or Vice Chancellor, and of the Commissioner of Education, and be recorded in the University's book of charters.

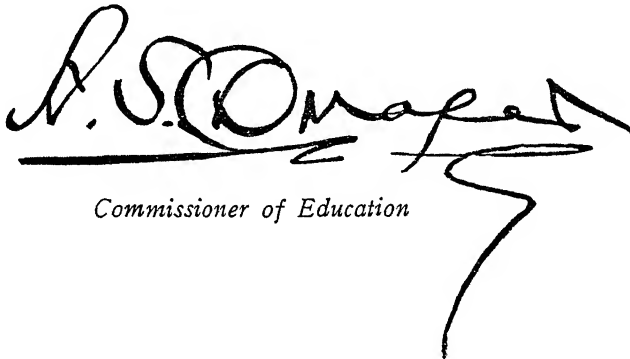
#### REPORT OF THE FINANCE COMMITTEE

Regent Carpenter for the finance committee presented the usual statement from the National Commercial Bank, showing the amount on deposit to the credit of the New York State Education Department at the close of business on August 30, 1911, to be \$10,521.09 and also the usual certificate of a representative of the Comptroller's Office relating to the books, accounts and deposits of the Department up to and including August 30, 1911, which were accepted and ordered filed.

Thereupon, on motion, the Board adjourned.

The foregoing minutes of the meeting of the Board of Regents, held August 31, 1911, were duly approved and confirmed at a meeting of said Board held December 7, 1911.

Attest



*Commissioner of Education*

#### MEETING HELD AT THE EDUCATION DEPARTMENT IN THE STATE NORMAL COLLEGE, ALBANY, DECEMBER 7, 1911

The Board of Regents of the University of the State of New York met at the Education Department in the State Normal College, Albany, at 10 a. m., December 7, 1911, pursuant to a call duly sent to each Regent as provided by law.

The Commissioner of Education stated that Vice Chancellor McKelway, who had been present at the committee meetings on the preceding evening, had been called to New York on urgent business and therefore was unable to be present.

In the absence of the Vice Chancellor, the meeting was called to order by Regent Sexton, the senior Regent present, who presided at the meeting. The following Regents were present: Pliny T. Sexton, T. Guilford Smith, Albert Vander Veer, Chester S. Lord, William Nottingham, Eugene A. Philbin, Lucian L. Shedden and Francis M. Carpenter. The Commissioner of Education was also present.

The Commissioner of Education presented excuses for absence from Regents Beach and Elkus, which were voted satisfactory.

#### APPROVAL OF THE MINUTES OF THE LAST MEETING

The minutes of the meeting of August 31, 1911, were duly approved.

#### SECTION 64 SUSPENDED

On motion of Regent Sexton it was unanimously

*Voted*, That section 64 of the Regents Revised Rules be suspended during the session, in so far as it may affect any unanimous action of the Board.

#### COMMUNICATION FROM THE COMMISSIONER OF EDUCATION

STATE OF NEW YORK  
EDUCATION DEPARTMENT  
COMMISSIONER'S ROOM

*Ablany, December 7, 1911*

*To the Board of Regents:*

I submit the following statements and suggestions concerning the business of the Department:

#### APPOINTMENTS, PROMOTIONS AND TRANSFERS

Since the last meeting of the Board appointments, promotions and transfers have been made as follows:

##### **Commissioner's Office**

Edward Nusbaun, *Junior Clerk*, promoted from \$600 to \$720 per annum

**Administration Division**

Macie E. Kemp, *Stenographer*, promoted from \$900 to \$1000 per annum

Mary D. Robertson, *Junior Clerk*, promoted from \$360 to \$480 per annum

**Examinations Division**

Lillia M. Olcott, *Examiner in Drawing*, \$1200 per annum

Grace W. Thompson, *Teachers Record Clerk*, promoted from \$900 to \$1200 per annum

Agnes M. Ford, *Examiner in English*, \$720 per annum

Anna M. Lucey, *Examiner in History*, \$720 per annum

Marion G. Rosebrook, *Stenographer*, promoted from \$600 to \$720 per annum

Mildred H. Baker, *Stenographer*, \$600 per annum

Edna S. Brownlow, *Clerk*, promoted from \$480 to \$600 per annum

Julia K. Dolan, *Junior Clerk*, \$480 per annum.

Harriet T. Taaffe, *Stenographer*, \$480 per annum

Margaret M. Taaffe, *Junior Clerk*, \$480 per annum

Mary L. Comstock, *Junior Clerk*, promoted from \$360 to \$480 per annum

Albert C. Cramer, *Page*, \$360 per annum

**Inspections Division**

Randolph T. Congdon, *Inspector in English*, \$2500 per annum

Elmer E. Arnold, *Inspector in Mathematics*, \$2000 per annum

**State Library**

Clarence B. Lester, *Assistant in Legislation*, promoted from \$1800 to \$2100 per annum

Ada Bunnell, *Medical Librarian*, promoted from \$1200 to \$1500 per annum

Joseph Gavit, *Clerk*, promoted from \$1200 to \$1500 per annum

Isabella K. Rhodes, *Sublibrarian*, \$1200 per annum

Jennie D. Fellows, *Reference Assistant*, promoted from \$1100 to \$1200 per annum

Frances D. Lyon, *Sublibrarian (Law)*, promoted from \$1100 to \$1200 per annum

Martha L. Phelps, *Library Assistant*, promoted from \$900 to \$1000 per annum

William H. Barker, *Clerk*, promoted from \$720 to \$900 per annum

Marie Berghuis-Krak, *Assistant to Archivist*, \$720 per annum

Lillian J. Callahan, *Library Assistant*, promoted from \$600 to \$720 per annum

Ruth M. Wynne, *Stenographer*, promoted from \$600 to \$720 per annum

Georgia Benedict, *Library Assistant*, \$600 per annum

Margaret M. Lewis, *Library Assistant*, \$600 per annum

Elizabeth F. Mack, *Library Assistant*, \$600 per annum

Helen W. Tompkins, *Library Assistant*, \$600 per annum

Georgia E. Roberts, *Library Assistant*, promoted from \$480 to \$600 per annum

Catherine R. Coughlin, *Junior Clerk*, \$480 per annum

Mrs Elizabeth Henning, *Junior Clerk*, \$480 per annum

Charles W. Swim, *Page*, promoted from \$360 to \$480 per annum

Grace V. Clark, *Junior Clerk*, \$360 per annum

Marion G. Ingalls, *Junior Clerk*, \$360 per annum

Leo J. Murphy, *Page*, \$360 per annum

Fred Wasmuth, *Page*, \$360 per annum

The following are special appointees engaged in the restoration of manuscripts:

Harriet E. Hermance, *Junior Clerk*, \$480 per annum

Helen B. Sausbier, *Junior Clerk*, \$480 per annum

Katherine M. Smith, *Copyist*, \$480 per annum

Gladys Davenport, *Junior Clerk*, \$360 per annum

Jessie E. Dorrance, *Junior Clerk*, \$360 per annum

Gertrude M. Mack, *Junior Clerk*, \$360 per annum

Elizabeth Westervelt, *Junior Clerk*, \$360 per annum

### School Libraries Division

Helen J. Ostrander, *Stenographer*, transferred from the Examinations Division with promotion from \$720 to \$900 per annum.

### Science Division

Harry C. Wardell, *Preparator*, promoted from \$720 to \$900 per annum

Michael L. Sammon, *Stenographer*, \$720 per annum

Anna M. Tolhurst, *Stenographer*, promoted from \$600 to \$720 per annum

### Visual Instruction Division

Elizabeth P. Englehart, *Stenographer*, promoted from \$600 to \$720 per annum

**Vocational Schools Division**

Mary A. Tuohy, *Stenographer*, promoted from \$900 to \$1000 per annum

## DIVISIONS OF HISTORY AND PUBLIC RECORDS

By operation of law the office of the State Historian and that of the Supervisor of Public Records were merged in this Department on the first day of October last. Probably no action by the Board of Regents is necessary, but to remove the possibility of any doubt I recommend that Mr James A. Holden be appointed State Historian and Chief of the Division of History at a salary of \$4500 per year, and that the employees in his office be reappointed as follows:

Richard E. Day, *chief clerk*, salary \$1500

Wilmer R. Leech, *expert copyist*, salary \$1200

Irving S. Adler, *messenger*, salary \$480

Also, that Mr Thomas C. Quinn be appointed Supervisor of Public Records and Chief of the Division of Public Records at a salary of \$4500 per year, and that Miss Ruth M. Wynne be appointed stenographer in said division, at a salary of \$900 per year.

## THE NEW STATE LIBRARY

The memorial to the Governor and the Legislature adopted at the last meeting of the Board of Regents concerning provision for the new State Library bore excellent fruit. In the later days of the legislative session the following bill was enacted and it became a law by the approval of the Governor on the 24th day of October, 1911.

AN ACT providing for the reestablishment of the State Library and making an appropriation therefor, and authorizing contracts for furnishing the Education Building.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1 The Commissioner of Education is hereby authorized and directed, pursuant to the rules of the Regents of the University of the State of New York, to take such measures, make such contracts and incur such traveling and other expenses, not exceeding in the aggregate the sum of one million two hundred and fifty thousand dollars (\$1,250,000), as may be necessary to reestablish and enlarge the State Library, by gathering suitable books, pamphlets, manuscripts and other materials for the reference library, historical library, education library, law library, medical library, technological library, and the sociological, genealogical and other collections therefor, so as not only to

restore the loss and remedy the damages to the State Library and to the State Museum collections therein occasioned by the fire which occurred in the State Capitol on the twenty-ninth day of March, nineteen hundred and eleven, but also so as to create in the course of years a comprehensive State Library which will meet the varied needs of the government and the people of the State of New York. The said Commissioner of Education shall acquire, by purchase or gift, books, pamphlets, manuscripts, records, archives, maps, papers and other documents, and relics and museum collections to replace, so far as possible, and to add to those destroyed or damaged by such fire. He may acquire in like manner such other property as may be necessary for the reestablishment of such library, and whenever practicable may cause such books, manuscripts, pamphlets, records, maps and papers as may have been damaged by such fire to be repaired, rebound or treated in such other way as he may think well. The said books, pamphlets, manuscripts, records, archives, maps, papers and other documents and property thus gathered shall be placed in and become a part of the New York State Library. The reestablishment of such library and the acquisition of such books, pamphlets, manuscripts, records, archives, maps, papers and other documents and property shall proceed under and be subject to the provisions of the Education Law, and the rules and directions of the Regents of the University of the State of New York, who are the trustees of said library; provided, however, that the Commissioner of Education, in making contracts authorized under this section shall not make contracts requiring the payment of money in an amount in excess of five hundred thousand dollars (\$500,000), prior to October one, nineteen hundred and thirteen. The sum of fifty thousand dollars (\$50,000), or so much thereof as may be necessary, which shall be available immediately, is hereby appropriated out of any moneys in the State treasury not otherwise appropriated, for the purpose of carrying into effect the provisions of this section.

§ 2 The Commissioner of Education is hereby authorized to enter into contracts for an amount not to exceed in the aggregate the sum of two hundred thousand dollars (\$200,000) for such furniture and office fixtures as may be necessary for the State Education Building and the rooms and offices thereof.

§ 3 Nothing in this act shall be construed to create a liability on the part of the State for the payment of any money except as such payment shall be provided for by appropriations made herein or hereafter, pursuant to law.

§ 4 The moneys hereby appropriated shall be expended under the direction of the Commissioner of Education in accordance with the provisions of the Education Law and the rules of the Regents, and shall be paid out on the warrant of the Comptroller in the same manner as other moneys appropriated for the use of the State Education Department.

§ 5 This act shall take effect immediately.

It is but just to Governor Dix to say that, interested as he has been since the disastrous fire in the Capitol in the rehabilitation and extension of the State Library, he was still skeptical about the expediency if not the validity of the feature of this act which authorizes contracts in anticipation of appropriations being made by the Legislature. I have had no uncertainty in that regard and it has not seemed to me that there was much point about it anyway. As a fact, the State continually authorizes contracts for future performance to be entered into upon the understanding that the expense will be provided for by the Legislature out of ordinary revenues and without creating a permanent State debt. If there was something wrong about the matter done the Legislature would not provide for it or the Board of Claims would not give judgment for the claim; but if the thing done had been properly done, and the State had taken the advantage of it, the Legislature would provide for the expense or the Court of Claims would award judgment for it. It therefore seems to me that the power to contract under this act is substantial enough. But this power is not the real point of the act, and, to quiet any apprehensions of the Governor and induce his cordial approval, I assured him that no contracts would be made under it requiring appropriations which would have to be sanctioned by him, without his approval of such contracts before they were made, in case the appropriations therefor had not already been passed. This was very gratifying to him and he approved the measure with pleasure and asked me to present to the next Legislature immediately upon its convening the bills appropriating \$500,000 for the Library and \$200,000 for furnishing the Education Building, saying that he wished them to be among the very earliest laws of the next session.

The important feature of this act is not, however, that it authorizes legal contracts contingent only upon appropriations being made, but that it definitely commits the State to a fixed sum, and a liberal sum, to be provided for the State Library within the next two years; that it commits the State not merely to a restoration of the Library, but to the indefinite extension of the Library, to the up-building of a stronger Library than the State has ever had, and one which will be commensurate with its position, growth, and varied needs; and that it confers upon the Department ample authority to proceed with the negotiations, arrive at the understandings, and to mature generally the plans which are necessarily preliminary to such a large and extended undertaking.

The work of purchasing new materials for the Library is already

well and systematically started. The books which in one way or another escaped the fire are being put in shape to begin their service over again. The manuscripts which were damaged are being repaired more satisfactorily and rapidly since we have money to meet the expense. There is every reason to believe that by the time we are ready to dedicate the new building, we shall have installed in it a new State Library of no mean proportions.

In this connection I am glad to say that the Trustees of Public Buildings have, at my request, made contracts for a cork or composite floor in the larger rooms of the State Library in order to insure quiet, and also for a fine equipment of safety vaults in order to protect manuscripts from burglary, fire, and dampness. The latter is to be placed in the northwest corner of the basement floor. The cost of the first of these additions to the building will be a little less than \$20,000, and the cost of the other improvement will be a little more than \$12,000.

#### PROGRESS OF EDUCATION BUILDING

The Education Building now advances toward completion with more apparent rapidity than at any time since the work was begun. The exterior is substantially finished. The last of the capitals on the colonnade was placed in position this week. The granite steps forming the front approach are now being set. The west or Swan street entrance is being completed and cleared up. The windows have all been set and the structure thus inclosed. It is being warmed from the old heating plant which is enabled to do this by reason of the fact that in consequence of the fire there are large parts of the Capitol which are not now being heated. In the interior the greater part of the plastering is finished and the painting has commenced. The administrative offices on the first floor of the west half of the building, and the work rooms on the third floor of the west half, will apparently be ready for use within sixty days. The rotunda, the general and professional reading rooms, the quarters for the State Museum, and the auditorium, are not so far advanced but there is every reason to expect that the building, completed and furnished, will be ready for dedication at the time we have in mind, namely October or November, 1912.

#### FURNISHING THE EDUCATION BUILDING

Chapter 901 of the Laws of 1911, already presented, authorizes the Commissioner of Education to contract for furnishings for the Education Building to an aggregate sum not exceeding two hundred



thousand dollars. From the first it has been assumed that the furnishings for the Regents room, the delivery room and the general and professional reading rooms of the Library, should be specially designed with some reference to the architectural character of the building, and the architects, Messrs Palmer and Hornbostel, are now preparing these designs and assure me that they will be ready by the 15th of this month for the use of the manufacturers who wish to present tenders for the construction of the same. Following the suggestion of Governor Dix, I have invited a dozen or more of the leading furniture manufacturers of the country to set up, at the State Normal College, not later than today at 2 p. m., samples of their work suitable for office furnishings and for cases in the Museum, in such designs, such materials, such manner of construction, and such fineness of finish as they see fit. They have been advised to present detailed descriptions of their goods and to make tenders of prices applying to units of furniture, and notified that we should feel free to make such selections from what was presented as we thought would be to the advantage of the State, or to reject any or all bids. They have also been advised that at two o'clock today their tenders will be opened in the presence of their representatives and probably in the presence of the Board of Regents, and that they will at that time have opportunity to make such explanations or representations as they desire. The response to this invitation has been much larger than I anticipated, and the many samples presented with the accompanying prices call for a very painstaking and discriminating examination, to which I very earnestly hope that the Regents will give the aid of their artistic taste and ripe business sense. It is needless to say that I realize the responsibility of furnishing this monumental and beautiful building in a way which will satisfy our most exacting desires, which will appeal to the good sense of the public for whom we act, and at the same time be as free as possible from complaints of unfairness or favoritism. To this end I invoke the very helpful cooperation of all the members of the Board of Regents.

Since the foregoing was dictated I have been served with a summons and complaint, notice of motion for a permanent injunction, and copy of a temporary injunction in a taxpayer's action to restrain me from proceeding to open bids or make contracts for the furniture above alluded to. The temporary injunction was granted by Judge Giegerich of the Supreme Court of the first judicial district, on December 5th. I am advised by telephone from Mr Frank B. Gilbert,

Chief of the Law Division of the Department, that upon his application Judge Giegerich vacated said injunction this morning, but I wish the Board to inquire into the details of the matter and advise as to the course which should be taken. The statute intends that the Board of Regents shall do this, as it provides that the expenditures shall be made "pursuant to the rules of the Regents of the University of the State of New York."

## LIBRARY DEPOSITS

The class of 1901 of the State Library School has sent to the Director of the Library the sum of \$100; the class of 1898 has sent him the sum of \$26, and Miss Margaret B. Wilson has sent him the sum of \$10. These funds are gifts which have come to the Library School or to the Library in view of the fire in the Capitol, and should remain, as is intended by the givers, subject to the direction of the Director of the Library. He has paid the same over to me and I have deposited the amount, \$136, to the credit of the Regents special fund. The deposit has of course been made with reference to the proper care of the money, and this statement is for the purpose of having a public record of the matter. The Commissioner of Education should remain free to pay this money back to the Director of the Library when he is ready to use it for some purpose which will realize the desires of the donors.

## DEPARTMENT FINANCES

Balance October 1, 1910.....	\$382 647 68
New appropriations .....	7 051 074 51
Total .....	<hr/> \$7 433 722 19
Expenditures .....	7 117 988 01
Balance October 1, 1911.....	<hr/> \$315 734 18
Apportioned for common schools.....	4 907 320 63
Paid to cities, union school districts, academies, and public school libraries	630 561 41
Training teachers in local schools.....	125 000
	<hr/> \$5 662 882 04
All other Department expenses.....	1 455 105 97
	<hr/> \$7 117 988 01

Thus approximately 80 per cent of the appropriations to the Department are paid directly for the support of local schools. The salaries of school commissioners, appropriations to normal schools, teachers institutes, Indian schools, libraries, professional examinations, etc., amount to about 11 per cent more. So the "inside" expenses of the Department, that is, the expenses of maintaining the Department employees and the charges associated with their work, comprise about 9 per cent of the appropriations to the Department.

It should be borne in mind that the Department should be credited with the fees collected by the Department and paid into the State treasury. In the last year this item was \$67,017.78.

The sum paid in Department salaries was \$326,067.92. There are three hundred and nine employees. The increase in Department salaries over the preceding year was \$7200.49. The increase in the number of employees was twelve. The salaries in the Department average decidedly lower than in other State departments, and we lose many employees to other departments on that account. But the conditions of service in the Education Department are in some regards preferable to those in most other departments and for this reason we are able to maintain our force with a good measure of character and efficiency.

The amount expended for printing was \$35,436.20, which of course does not include printing done under the directions or authority of the Legislature. The expenses of postage and transportation were \$25,120.65.

There were no large increases in expenses; there were some small decreases. The Department accounts for the year include no items growing out of the Education Building; those are cared for by special appropriations made to the Trustees of Public Buildings.

Our estimates for the next year which have been presented to the Comptroller will show some necessary increases.

The appropriations made to the Department in both the appropriation and supply bills in 1911 were \$7,489,766.46. Our estimates for both bills in 1912 aggregate \$7,560,176.24, being an increase of \$70,409.78. These figures include nothing relating to the construction or furnishing of the new building, but they do include some items relating to the care of the same, some provision for additions to the Library and Museum staffs in contemplation of the occupancy of new quarters, the increased compensation of district superintendents, and necessary funds to replace materials lost in the fire.

In general I am able to say that the finances of the Department are in exceedingly good condition. Apart from the extraordinary appropriations made desirable by the fire and the erection of the Education Building, the last Legislature dealt generously with us, and as a consequence we are in comfortable financial circumstances and without need of much enlarging our demands upon the next Legislature. But some of our accounts, such, for example, as expenses of maintenance of the Education Building, the expenses of the new Library, and the salaries of rural superintendents, will now be necessarily and permanently enlarged. And of course our business grows in volume; our organization enlarges; more and more is put upon us, and our activities multiply by reason of our own undertakings.

I feel it my personal duty, however, to avoid new enterprises and to refuse multiplying for the sake of having more to do; to see to it that our work is carried on steadily and systematically and without improper expenditures; and to keep the whole financial management of the Department in shape to welcome the most scrutinizing inquiry at any moment. While there are numberless details to be watched every day, and while I know very well that our safety depends upon watching them every day, still I am happy in the confidence that our very general reputation for managing our business well is not without substantial reason. However, I wish each member of the Board of Regents to know that his inquiry into any business detail or transaction of the Department will be welcomed, and any aid which his learning and experience may render in so managing all of our affairs as still further to advance the Department's reputation for good administration is very earnestly invited.

#### DEPARTMENT SEAL

Section 25 of the Education Law provides that "the Regents of the University and the Commissioner of Education shall together adopt, and may modify at any time, a seal which shall be used in common as the seal of the Education Department and of the University." As a fact we did agree upon a seal which has been in use for some time, but I find no formal action to that effect. I therefore suggest to the Board the advisability of joining with me in the adoption of the seal of which a representation is given below.



## STATE BOARD OF EXAMINERS OF CERTIFIED SHORTHAND REPORTERS

On June 30, 1911, with the approval of the Governor, chapter 587 of the Laws of New York became a law and is an act to amend the general business law in relation to regulating the profession of shorthand reporters. Section 86 of this chapter provides:

The Regents of the University shall make rules for the examination of persons applying for certificates under this article and shall appoint a board of three examiners for the purpose, which board shall, after the year 1914, be composed of certified shorthand reporters. The term of office of such board of examiners shall be three years, except that of the first board appointed under this article, one member shall be appointed for one year, one member for two years and one member for three years, such respective terms to be determined by the Regents of the University who shall also fill any vacancies which may occur in any such board.

Therefore, in accordance with the provisions of this new law, I recommend the following named persons to constitute the first State Board of Examiners of Certified Shorthand Reporters, the members of the board to serve in accordance with the law for one, two and three years respectively, from December 15, 1911:

Henry L. Beach, Binghamton, one year

James M. Ruso, Albany, two years

Franklin W. Allen, New York City, three years

Henry L. Beach, 402 Security Mutual Building, Binghamton, is not personally known to me but comes highly recommended for

the position by thoroughly responsible persons; he is 58 years of age and was born in East Springfield, Otsego county, N. Y.; educated in common district school, Montclair (N. J.) High School and East Springfield Seminary; received his shorthand education at the phonographic institute at Ithaca which was conducted by the late W. O. Wyckoff, Supreme Court reporter; has been continuously in reporting work for thirty-three years and has held the following official positions: shorthand reporter, Broome County Court, 1879-90; Tioga County Court, 1881-91; Supreme Court, sixth judicial district, 1886 to date, still being the incumbent of the last named position. He was admitted to the bar in 1883 and was president of the New York State Shorthand Association from 1889 to 1890.

James M. Ruso, 53 Tweddle Building, Albany, N. Y., is and has been a court stenographer in this district for more than thirty years. He is personally well known to me to be a man of probity and honor and thoroughly competent to act as a member of this board.

Franklin W. Allen of 82 Beaver street, New York City, is secretary and treasurer of the Law Reporting Company of New York City. This company is a duly incorporated body and probably does the largest stenographic business in the country. The company acts as official stenographer for the Public Service Commission of the first district, official stenographer for the Interstate Commerce Court at Washington, and, in association with Messrs Hulse and Allen, official stenographer for the Interstate Commerce Commission. The company has reported with conspicuous success many of the important investigations held in the last three or four years in New York and throughout the country. The success of its business is due almost entirely to the personal energy and ability of Mr Allen. He is recommended to me by men who are competent to speak and in whose judgment I have entire confidence.

#### APPOINTMENTS TO STATE EXAMINATIONS BOARD

The terms of office of President Nicholas Murray Butler of Columbia University, Superintendent William H. Maxwell of New York City, and Associate City Superintendent Edward L. Stevens of New York City, as members of the State Examinations Board, are now expired.

I recommend the appointment of President Butler and Superintendent Maxwell for a further term of five years each. Associate City Superintendent Stevens has been a very valuable member of the Board, but his health is none too strong; his duties are very

arduous, and he himself is of the opinion that it would be better to name some one resident in the middle or western part of the State in order to distribute the appointments as well as may be geographically. Under all these circumstances, therefore, and while very much regretting to have Dr Stevens leave the board, I have concluded to recommend the appointment of Superintendent Herbert S. Weet of Rochester, for a term of five years, in place of Dr Edward L. Stevens, whose term has expired.

The Rev. Daniel J. Quinn, formerly president of Fordham University, of New York City, has resigned his membership in the State Examinations Board, because of having severed his relation with the university. I therefore recommend that Rev. Edmund A. O'Connor, principal of St Mary's Academy, Little Falls, be appointed to fill out the unexpired term of former President Quinn.

#### INCREASE OF SALARIES OF PHARMACY INSPECTORS AND CLERK

At a meeting of the New York State Board of Pharmacy, held at Alexandria Bay, June 19, 1911, the board unanimously recommended an increase in the salaries of the inspectors and of the clerk because of the long time they have served and the increased cost of living.

In support of this recommendation the secretary of the board filed a statement of the terms of service and the dates upon which previous increase of salary had been made. I submit herewith a copy of such statement.

In accordance with the vote of the State Board of Pharmacy and after careful consideration of the facts set forth in the accompanying statement, I recommend that the salaries of the employees be increased as follows, to date from October 1, 1911:

Frank Rapecis, *Inspector*, from \$1200 to \$1500

John A. Dixon, *Inspector*, from \$1200 to \$1500

• George S. DeLacy, *Inspector*, from \$1200 to \$1500

Frank Knight, jr, *Clerk*, from \$1300 to \$1500

I might add for your further information in the matter that the salaries and expenses of the inspectors and other employees in pharmacy are met by moneys collected from fees and penalties, as provided in the pharmacy act, and that the moneys so collected are adequate for meeting the above increases in salaries.

## APPOINTMENT OF PHARMACY INSPECTOR

At a meeting of the New York State Board of Pharmacy held June 19, 1911, a resolution was unanimously passed recommending that an additional inspector in pharmacy be appointed, subject to the rules of the Department.

Upon investigation of the matter I find that for several years past but one inspector has been employed in the middle and upstate territory, which is altogether too large for one man to cover successfully. In the event of taking a case it is necessary to have a witness, which necessitates sending a man from New York City, and in the event of the violator being brought to court, it has frequently happened that the case would be adjourned for a week and large expense entailed. In addition to this increased expense, the New York City inspector is taken from his own territory and duties when he can not well be spared. The appointment of an additional inspector will, without doubt, secure enough convictions of violators to insure increased revenue sufficient to pay the additional inspector's expenses and probably his salary. Statistics during the years past bear out the statement that the penalties secured through the efforts of the inspectors equal, if not exceed, their salaries and expenses. But above this consideration is the further one that the pharmacies of the middle and western parts of the State need inspection and the residents of these sections are entitled to the protection which thorough inspection will afford.

I therefore recommend the appointment of an additional inspector in pharmacy, to be chosen from the civil service list as provided by law, and to be paid a salary of \$1200.

## REVOCATION OF PHARMACY LICENSES

Section 240 of the pharmacy law provides as follows: "The wilful and repeated violation of any of the provisions of this article or the rules is sufficient cause for the revocation of a license or certificate. The license or certificate revoked shall on formal notice be delivered immediately to the board."

Under this provision of the statute Inte I. Lourie, 435 Seventh avenue, Brooklyn, received due notice to appear before the New York State Board of Pharmacy in the city of Albany on September 29th, to show cause why his pharmacy license should not be revoked because of the following charged violations of the provisions of the pharmacy law: February 20, 1907, three violations for which



he paid the penalties; June 30, 1908, two violations for which he paid the penalties; October 4, 1910, one violation for which he paid the penalty; April 28, 1911, one violation for which he paid the penalty. These violations consisted of the sale of prohibited drugs by unlicensed clerks.

The violations committee reported to the effect that for the past ten years said Lourie has conducted his store employing no registered help, the store being found in charge of Junior Komow on each visit of the inspectors. Mr Lourie appeared in person and after being heard, the board unanimously passed a resolution recommending that the Board of Regents revoke the license of the said Inte I. Lourie.

Under the same provision of law, Alvin W. Beach, 449 East Washington street, Syracuse, received due notice to appear before the State Board of Pharmacy in the city of Albany, September 29, 1911, to show cause why his pharmacy license should not be revoked because of the following charged violations of the provisions of the pharmacy law:

First case, no. 219, May 5, 1904. Sale of cocaine by himself to a small boy sent in by the inspector; no questions asked. Sale not registered; handed to boy in small envelop. Inspector immediately after purchased same article which he received in similar package. Later in the day the boy again purchased cocaine from Mr Niles, clerk for Mr Beach. Paid a penalty of \$100 July 12, 1904.

Second case, no. 307, May 9, 1905. Sale of cocaine by Arthur Niles, clerk for Mr Beach, to assistant to the inspector. Immediately afterward Mr Beach himself sold to the same assistant cocaine correctly labeled but neither sale registered. Paid a penalty of \$25 May 31, 1905.

Third case, no. 132, June 9, 1911. Samples collected for analysis which upon report of chemist were found to be deficient as follows: laudanum, 0.9057 gms morphine in 100 Cc. Tr. iodine, methyl alcohol present. Paid a penalty of \$100 July 26, 1911.

Fourth case, no. 181, August 4, 1911. Samples again collected for analysis which upon report of chemist were found to be deficient as follows: Tr. iodine, methyl alcohol present. Paid a penalty of \$150 September 8, 1911.

Said Beach failing to appear before the board as ordered, the following resolution was unanimously adopted: "Resolved, That the Board of Regents be recommended to revoke the pharmacy license of Alvin W. Beach, 449 East Washington street, Syracuse, N. Y."

The power given to the Board of Regents under the pharmacy law for the revocation of license and the annulment of certificate is provided in section 233 under the title "Examinations" and reads as follows: "The Regents on the recommendation of the board may revoke a license or annul a certificate for cause."

In view of the seriousness of the charges and the repeated violations of law by the said Inte I. Lourie and Alvin W. Beach, I recommend that the action of the New York State Board of Pharmacy be approved and the licenses of the above named parties be revoked and their registration annulled.

AMENDMENT OF RULES OF THE NEW YORK STATE BOARD OF EXAMINERS  
IN OPTOMETRY

At the annual meeting of the State Board of Examiners in Optometry held October 9, 1911, the following changes in the rules and regulations of the Board of Examiners in Optometry were adopted and I recommend their approval:

*Amend rule XII to read:*

XII Twelve questions shall be asked in each of the following topics:

Theoretic optics — reflection and refraction

Physiologic optics

Practical optics

Theoretic optometry

Practical optometry

Anatomy, physiologic and pathologic conditions of the eye

Candidates taking the examination must answer the first six questions in each topic, and of the remaining questions the candidate shall answer sufficient to make a total of ten questions; except in theoretic optics, under the subhead *reflection*, four questions shall be asked; candidates being required to answer the first two; and under the subhead *refraction*, eight questions shall be asked, candidates being required to answer the first four, and from the remaining questions in each group the candidate shall answer a sufficient number to make a total of ten questions.

In anatomy, physiologic and pathologic conditions of the eye, four questions shall be asked in each topic and candidates shall be required to answer the first two questions under each division; and from the remaining questions in each group shall answer sufficient to make a total of ten questions.

*Amend rule XIV to read:*

XIV A question committee consisting of two members shall be appointed by the president of the board. Each examiner shall submit to the Chief of the Examinations Division of the State Education Department four sets of question papers in his topic or topics, grouped in conformity with rule XII.

At the call of the president of the board the question committee shall meet at Albany for the purpose of reviewing these question papers and making such changes or regrouping as in its judgment may seem advisable. The question committee shall then submit its completed work to the Chief of the Examinations Division as the examinations selected by the board to be held during the year.

## APPOINTMENT TO THE STATE BOARD OF NURSE EXAMINERS

Mrs Mary E. Bell of the State Board of Nurse Examiners tendered her resignation on the 27th of October, 1911, to take effect after the completion of the work of the February 1912 examination. I recommend that the resignation be accepted and that Miss Josephine A. Callahan R. N., Superintendent of the Ogdensburg Hospital, be appointed to fill the unexpired term of Mrs Bell. Miss Callahan is a graduate of the St Lawrence Hospital, served seven years in the Ogdensburg City Hospital, and is now superintendent of the hospital from which she graduated. This appointment is to date from March 1, 1912 to August 1, 1912.

## RESIGNATION OF DR CHARLES E. FITCH

I have to apprise the Board that Dr Charles E. Fitch, long a Regent of the University and for twenty-five years connected otherwise with the work of the Department, has, in view of advancing years, resigned his position as Chief of the Division of School Libraries, and I have accepted the same to take effect January 1, 1912.

In my letter accepting such resignation I endeavored to express to Dr Fitch the thought and feeling of his associates in view of his retirement from active educational work. While his resignation does not require further action on the part of the Board of Regents, in view of all the circumstances I have thought well to make mention of the matter at a meeting of the Board.

THE ETHICS AND EDUCATIONAL STANDARDS OF THE MEDICAL  
PROFESSION

At a meeting of the Board of Regents held April 19, 1911 a somewhat elaborate report or memorial bearing upon the ethical

standards of the medical profession and the educational standards of admission to the profession was received from the Erie County Medical Society. Its importance led the Board of Regents to refer this document to the State Board of Medical Examiners for report. A report of the Board of Medical Examiners was received by the Board of Regents at the meeting held August 31, 1911, and in summarized form appears on pages 488-491 of our journal of proceedings. At that time I announced my purpose to make some definite recommendations at a future meeting concerning action upon the subject by the Board of Regents. Since then I have requested the Board of Medical Examiners to prepare for us an irreducible minimum course of study which, in view of the present accumulation of medical knowledge, should, in the opinion of said board, be required to be completed by all seeking admission to the profession. This course has been presented and will be found among my recommendations.

Dr Ralph H. Williams, an osteopathist, who is a member of the State Board of Medical Examiners, strongly objects to this course on the ground that in the present undeveloped situation as to schools of osteopathy it would not be possible for graduates thereof to comply with the requirements. He has sent a formal protest, which I present herewith. All other members of the board approve the course.

Well knowing the largeness of this subject and my own unpreparedness for dealing with it, I also know the urgent need of the matter being decisively treated by competent authority. The Board of Regents is such authority, almost exclusively so in this State, and to a very considerable extent in the country; and I know that the Board of Regents looks to me to frame up action for its tentative consideration.

There are two sides to this subject. The first relates to the common attitude of the profession concerning the correct lines of moral conduct touching its relations to patients. About that it is not necessary to say much now, but it is vitally related to the educational requirements for admission to the profession, and to their enforcement, and it is all thrust upon us by the report from the Erie County Medical Society.

Of course it goes without saying that large numbers of the most high-minded and true-hearted men and women are drawn to the medical profession, and of course it is equally true that the very associations and activities of that profession often develop the

noblest attributes of men and women in as large a measure as is seen among mankind. But the fact remains that physicians have frequent opportunities and often very considerable motive for very reprehensible practices; that the necessary secretiveness of their work and their confidential relations with patients test the strongest moral character and harbor and protect the meanest scoundrelism; and that the prevalent ethical ideals of the profession have not advanced in keeping with the resourcefulness of modern knowledge and the complexity of modern life. The exculpation of the physician is often put above the rights of the patient, and the interests of the profession are sometimes made paramount to the interests of society. Bad as this is, it is not the worst, for the profession seems to have a penchant for discussing and differing about very obvious moral questions and has come to be so large in numbers that unity or predominance of sentiment upon the most self-evident moral propositions seems impossible.

It is quite possible that the difficulty may arise from very honorable motives. It seems to me that large numbers of the most honorable physicians fall far short of their duty as men and of their debts to society through a mistaken sense of professional ethics. Are men and women to be in the hands of incompetents and scoundrels, and are those who know more about it than others can know, perhaps the only ones who can expose the wrong, to be justified in concealing it? The Hippocratic oath, which seems to be accepted by the medical profession as expressing its highest moral ideals, which I have often seen the graduates of medical schools called upon to take in the hour when their exultation is the highest and their ambition the noblest, may have contained the best medico-ethical expression of Hippocrates time, but it seems to me essentially in conflict with the vital moral ideals to which our society has happily advanced. Perhaps, too, Hippocrates had a livelier purpose to protect the members of the gild than to aid society, as many of his profession have had since. He certainly put the interests of the physician above the rights of man, both individually and collectively. In the very necessities of the case there must, of course, be considerateness for errors of judgment and for inevitable accidents, but there can be no professional necessity for excusing the ignorance which does not recognize serious disease, or the bluffing self-conceit which assumes to cover up ignorance of the scientific knowledge of the twentieth century. And it is hardly possible to think that one who knows about these things and covers them up on any ground

does not make himself, so far as good morals are concerned, a party to hideous wrongs. In any event, society is justified in protecting itself just so far as it can from all mistreatment, from whatever motive, and if the Board of Regents can say and do some things which will give the overwhelming number of well-intentioned physicians more moral independence and aggressiveness, to the end that they may put moral right and wrong before professional exclusiveness and courtesy, it will be helping a good cause in an effective way.

In the report or memorial from the Erie County Medical Society representations are made that the practice of "splitting fees" between physicians and surgeons, or between physicians and consulting physicians, is common. It is held to be unethical. The practice referred to consists, I suppose, of the more thoroughly trained or more experienced physician or surgeon paying the less experienced or less capable one for bringing him patients, the division of fees being without the knowledge of the patient but of course paid by or for him. It is impossible to say how common this practice is. It is certainly reprehensible because it develops the motive for deception and overreaching and it changes the relations of the parties from a personal and professional into a commercial one. It is suggested that the Legislature be requested to consider the advisability of amending the law so as to prohibit a consulting physician or surgeon from paying fees to another practitioner for bringing him business without making the fact of such payment known to the patient concerned or to the relative or friend acting in behalf of such patient. It might also be well for the Board of Regents to announce that it will revoke the licenses of physicians or surgeons determined to have been guilty of the practice.

Passing now to the strictly educational requirements for admission to the medical profession, the responsibility for which the people of the State place very largely upon this Board, it should be borne in mind that primarily the interests of any individual, of any medical institution, or of any school or cult in medical practice, have little to do with the matter. It is a matter of protecting and aiding society at large, and every member of it in particular, just so far as that can be done. It will not do to say that people may employ such physicians as they will: the State certifies the character and competency of physicians. Ordinarily people can not know about the intricacies of medical procedure, and the State is bound to exercise its superior knowledge and power to protect every one

against fallacy and greed. It will not do to say that the poor can not expect the service of the most highly educated and experienced physicians: none is so poor that he may not expect us to set up standards and procedure which will make certain that every certificated physician has a firm grasp upon the sciences that are now fundamental in medicine. We might be patient if it were only a matter of the ignorance of a former generation passing away, but we can not be unaware of the fact that there are serious loopholes in our system for educating and admitting physicians to practice, and that there are managers of schools and leaders of cults, as well as endless numbers seeking admission to the profession, who will take advantage of every opportunity for admission without reference to the moral soundness and professional knowledge of the novitiate or the repute and honor of the gild.

It seems to me that the State must eventually come to the point of exacting different measures of education and experience from those who practise the healing art in different ways or by means of differing instrumentalities. For example, the training required of those who administer drugs is bound to be more extensive than that required of those who do not, and the training required of surgeons is bound to go further than that of those who do not resort to the use of instruments of incision. May I ask for this suggestion the most careful investigation and reflection? It is obvious that with all we do we can hardly keep abreast of the needs of the situation, and the Board may well be at all times in quest of what it may do next, and need never be afraid of decisive action which does not impinge upon sound basic principles.

As to future admissions to the medical profession I make the following recommendations:

*First:* That at least the following minimum course of study, recommended by the State Board of Medical Examiners, be required of all approved medical schools:

Proposed schedule of a minimum curriculum to be adopted by the  
New York State Education Department on a basis of 3400 hours

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL HOURS
Gross anatomy.....	330	150	.....	.....	480
Histology.....	120	.....	.....	.....	120
Embryology.....	60	.....	.....	.....	60
Laboratory hours of the above shall be as follows					
Gross anatomy.....	240	90	.....	.....	.....
Histology.....	90	.....	.....	.....	.....
Embryology.....	45	.....	.....	.....	.....
Physiology.....	90	120	.....	210	210
Organic chemistry.....	90	.....	.....	.....	90
Physiologic chemistry.....	90	60	.....	.....	150
Laboratory hours of the above shall be as follows					
Physiology.....	60	90	.....	.....	.....
Organic chemistry.....	60	.....	.....	.....	.....
Physiologic chemistry.....	60	45	.....	.....	.....
Bacteriology.....	70	45	.....	15	130
Pathology.....	.....	210	60	.....	270
Laboratory hours of the above shall be as follows					
Bacteriology.....	60	30	.....	.....	.....
Pathology.....	180	.....	145	.....	.....
Surgery.....	.....	90	180	240	510
Pharmacology and therapeutics.....	.....	90	120	.....	210
Dietetics.....	.....	.....	.....	15	15
Internal medicine.....	.....	55	270	360	685
Physical diagnosis.....	.....	30	.....	.....	30
Obstetrics.....	.....	.....	90	40	130
Gynecology.....	.....	.....	30	30	60
(Plus six obstetric cases in either the third, fourth or hospital year)					
Hygiene.....	.....	.....	60	.....	60
Specialties:					
Eye.....	.....	.....	.....	.....	.....
Ear.....	.....	.....	.....	.....	.....
Nose.....	.....	.....	.....	.....	.....
Throat.....	.....	.....	.....	.....	.....
Dermatology.....	.....	.....	40	120	160
History of medicine.....	.....	.....	.....	.....	.....
The ethics of the medical practi- tioner.....	.....	.....	.....	.....	.....
Medical jurisprudence.....	.....	.....	.....	.....	.....
Medical economics.....	.....	.....	.....	30	30
General totals.....	850	850	850	850	3400



The hours assigned to the topics of the first and the second year are to be considered interchangeable, and the hours assigned to the topics of the third and fourth years are also to be considered interchangeable.

*Second:* that one year in physics, one year in biology, and one year in inorganic chemistry either be required for admission to the medical school or be provided for therein with such extension of the professional course as may necessarily result therefrom.

*Third:* that the Board advise an amendment to the medical practice act eliminating the 45 count of three-year high school course for admission to medical schools.

*Fourth:* that no candidate be admitted to the medical licensing examination who has not had at least one year's experience as a medical interne or resident clinical clerk in an approved hospital.

*Fifth:* that the course in the medical schools be extended to five years of at least eight months' instruction in each year, with such advanced standing as candidates may be justly entitled to because of having done parts of the required minimum medical course in the preparatory schools.

*Sixth:* that the Board advise the practice of legislative discrimination between the requirements in the scientific training of those who only manipulate the body, those who only prescribe medicines, those who perform simple external operations, and those who perform major operations in surgery.

*Seventh:* that wherever this program involves amendments to the medical practice act, the Legislature be requested to enact them.

It will very likely be better that these recommendations be printed in the journal and action deferred until a future meeting, to the end that the matters referred to may have the full consideration which their importance claims.

#### REGISTRATION OF COLLEGES, PROFESSIONAL AND COMMERCIAL SCHOOLS

I recommend that the following colleges, professional and commercial schools be registered as meeting the approval of the Department:

§ 401 *Approved colleges or universities*

Name of institution	Location	President	Degrees registered
Columbia University (Teachers College).....	New York, N. Y.	Nicholas Murray Butler....	B.S. in Education
D'Youville College and Academy of the Holy Angels (college department).....	Buffalo, N. Y....	Sister M. Augustine ( <i>President Board of Governors</i> )..	B.A., B.S., Ph.B.
Western Reserve University (College for Women) (Adelbert College for Men).....	Cleveland, O....	Charles F. Thwing.....	B.A.

§ 402 *Baccalaureate and medical courses*

Name of institution	Location	President
Leland Stanford Junior University.....	Stanford University, Cal..	David Starr Jordan
University of California. . . . .	Berkeley, Cal. ....	Benjamin Ide Wheeler
Western Reserve University.....	Cleveland, O. ....	Charles F. Thwing.

§ 403 *Approved colleges or universities conforming to the order of the Court of Appeals*

Name of institution	Location	President	Degrees registered
Augustinian College of Villanova.	Villanova, Pa. ....	E. G. Dohan.....	B.S. of E.E. & M.E.
Butler College.....	Indianapolis, Ind.	Thomas C. Howe.....	B.S.
Catholic University of America..	Washington, D.C.	Thomas J. Shahan ( <i>Rector</i> )..	B.A., B.S. Ph.B.
Colorado College.....	Colorado Springs, Col.....	William F. Slocum. ....	B.A., B.S. in Engineering & Forestry
Illinois Wesleyan University....	Bloomington, Ill..	Theodore Kemp.....	B.S.
University of Denver.....	University Park, Col.....	Henry A. Buchtel ( <i>Chancellor</i> ).....	B.A.

§ 404 *General credentials*

Name of institution	Location	President	Degrees registered
Buchtel College.....	Akron, O. ....	Augustus B. Church. ....	B.A., Ph.B.; B.S.
Catholic University of America..	Washington, D.C.	Thomas J. Shahan ( <i>Rector</i> ) .	Ph.B.
Colorado College.....	Colorado Springs, Col.....	William F. Slocum.....	B.A.
Hiram College.....	Hiram, O. ....	Miner Lee Bates.....	B.A., B.S., Ph.B.
Leland Stanford Junior University.....	Stanford University, Cal.....	David Starr Jordan.....	B.A.
Illinois Wesleyan University....	Bloomington, Ill..	Theodore Kemp.....	B.A.
University of Denver.....	University Park, Col.....	Henry A. Buchtel ( <i>Chancellor</i> ).....	B.A.

§ 406 *Schools of theology*

Name of institution	Location	President	Degrees registered
Hartford Theological Seminary..	Hartford, Conn...	William D. Mackenzie.....	Three-year course

§ 407 *Approved schools of law*

Name of institution	Location	Dean	Degree registered
Albany Law School .....	Albany, N. Y....	J. Newton Fiero.....	LL.B.
Boston University Law School.....	Boston, Mass...	Alonzo R. Weed ( <i>acting</i> )..	
Brooklyn Law School (Law School of St Lawrence University).....	Brooklyn, N. Y.	W. P. Richardson.....	
Buffalo Law School.....	Buffalo, N. Y....	Carlos C. Alden.....	
School of Law (Columbia University)	New York, N. Y.	Harlan F. Stone.....	
Cornell University College of Law...	Ithaca, N. Y....	Frank Irvine.....	
Creighton College of Law .....	Omaha, Neb.	Paul L. Martin.	
Fordham University School of Law..	New York, N. Y..	Thomas J. McCluskey ( <i>President</i> ).....	
Georgetown University (Law Department).....	Washington, D.C.	Harry M. Clabaugh .....	
George Washington University (Department of Law).....	Washington, D.C.	Charles N. Gregory.....	
Indiana University (School of Law)	Bloomington, Ind.	Enoch G. Hogate.....	
New York University (School of Law)	New York, N. Y.	Clarence D. Ashley.....	
Syracuse University (College of Law)	Syracuse, N. Y.	James B. Brooks.....	
University of Chicago (Law School)	Chicago, Ill.....	James P. Hall.....	
University of Idaho (College of Law)	Moscow, Idaho...	Otis E. McCutcheon.....	
University of Illinois (College of Law)	Urbana, Ill.....	Oliver A. Harker.....	
University of Michigan (Dep't of Law).....	Ann Arbor, Mich.	Henry M. Bates.....	
University of Missouri (Law School)	Columbia, Mo....	John D. Lawson.....	
University of Nebraska (College of Law).....	Lincoln, Neb....	W. G. Hastings.....	
University of Pennsylvania (Law School).....	Philadelphia, Pa..	William Lewis Draper....	
University of Virginia (Dep't of Law)	Charlottesville, Va.....	William M. Lile.....	
Western Reserve University (Law School).....	Cleveland, O.....	W. F. Dunmore.....	

§ 408b *Schools of education*

Name of institution	Location	President	Degrees
Columbia University (Teachers College).....	New York, N. Y	Nicholas Murray Butler....	Ph.D., B.S. in Education
D'Youville College and Academy of the Holy Angels (college department).....	Buffalo, N. Y...	Sister M. Augustine ( <i>President Board of Governors</i> )..	Pd. B.

§ 411 *Schools of pharmacy*

Name of institution	Location	Dean
Purdue University (School of Pharmacy).....	Lafayette, Ind.	W. E. Stone ( <i>President</i> )
Valparaiso University (Dep't of Pharmacy) ..	Valparaiso, Ind.	Henry B. Brown ( <i>President</i> )

§ 452 *Approved schools of nurse training*

Name of institution	Location	Superintendent
City Hospital Training School.....	Hamilton, Ont....	Kate Madden
Newport Hospital for Nurses.....	Newport, R. I....	Mary H. Paterson
St James Mercy Hospital Training School...	Hornell, N. Y....	M. Teresa
Toledo Hospital Training School.....	Toledo, Ohio.....	Margaret M. Wallace
Bulkley Training School for Nurses (New York Skin & Cancer Hospital).....	New York, N. Y..	Sara Burns
St Luke's Hospital Training School.....	New Bedford, Mass.	Mary E. Pearson

§ 90 *Commercial schools*

Name of institution	Location	President
Pratt Business School.....	New York, N. Y..	Franklin P. Pratt

Respectfully submitted

A. S. DRAPER

*Commissioner of Education*

## FURNISHING THE EDUCATION BUILDING

The matter of the injunction against the Commissioner of Education issued by Justice Giegerich of the Supreme Court upon the complaint of one Klein respecting the opening of bids and letting of contracts for furniture for the Education Building, reported to the Board by the Commissioner of Education, was fully discussed.

Whereupon the Board, after the most careful consideration of the procedure which had been followed by the Commissioner of Education, on motion of Regent Nottingham,

*Voted*, That, in the judgment of the Board of Regents, the Commissioner of Education has acted wisely and fairly toward the manufacturers who have devised to compete in the matter of supplying furniture for the new Education Building, as well as in the best interests of the State, and all his acts in the premises are hereby approved.

It was further recommended by the Board that the bids should not be opened until after the receipt of the formal order of the court in the premises, and that the manufacturers be so advised, but that at the appointed time the Board would proceed to view the exhibits of furniture which had been set up, and would hear the representations of the manufacturers in reference thereto. At 2 p. m. the manufacturers or their representatives were called in and so advised.

The question was raised as to whether further bids might be received, and the Board of Regents determined that none should be. The Commissioner of Education notified the manufacturers that the bids would be formally opened, in their presence if they wished to attend, at 2.30 p. m., Thursday, December 14th.

#### ACTION BY THE REGENTS

The Regents unanimously took the following action upon the recommendations of the Commissioner of Education:

*First:*

On motion of Regent Sexton.

*Voted,* That the appointments, promotions and transfers be approved as reported.

*Second:*

On motion of Regent Philbin,

*Voted,* That the Regents approve the appointment of Mr James A. Holden as State Historian and Chief of the Division of History, and of employees in his division; also of Mr Thomas C. Quinn as Supervisor of Public Records and Chief of the Division of Public Records, and of employees in his division, as recommended by the Commissioner of Education.

*Third:*

On motion of Regent Nottingham,

*Voted,* That the Regents join with the Commissioner of Education in the adoption of the joint seal now in use, as represented in the Commissioner's recommendation.

*Fourth:*

On motion of Regent Lord,

*Voted,* That, in accordance with chapter 587 of the Laws of 1911, Henry L. Beach of Binghamton, James M. Ruso of Albany, and Franklin W. Allen of New York City, be appointed to constitute the State Board of Examiners of Certified Shorthand Reporters, to serve from December 15, 1911 for terms of one, two and three years respectively, in the order named.

*Fifth:*

On motion of Regent Shedden,

*Voted,* That appointments be made to the State Examinations Board as follows: Dr Nicholas Murray Butler, President of Co-

lumbia University, New York City; Dr William H. Maxwell, Superintendent of Schools of New York City; Mr Herbert S. Weet, Superintendent of Schools of Rochester, each for a term of five years; Rev. Edmund A. O'Connor, Principal of St Mary's Academy of Little Falls, for one year, to fill the unexpired term of Rev. Daniel J. Quinn, resigned.

*Sixth:*

On motion of Regent Carpenter,

*Voted*, That the annual salaries of Frank Rapecis, John A. Dixon, and George S. DeLacy, inspectors employed by the State Board of Pharmacy, be increased from \$1200 to \$1500 each, and that the salary of Frank Knight, jr, the clerk of said board, be increased from \$1300 to \$1500, to date in each case from October 1, 1911.

*Seventh:*

On motion of Regent Carpenter,

*Voted*, That an additional inspector in pharmacy be appointed from the State civil service eligible list, at a salary of \$1200 a year.

*Eighth:*

On motion of Regent Smith,

*Voted*, That the pharmacy licenses of Inte I. Lourie of Brooklyn and Alvin W. Beach of Syracuse, be revoked and their registration annulled, because of violation of provisions of the pharmacy law in relation to the sale of prohibited drugs.

*Ninth:*

On motion of Regent Nottingham,

*Voted*, That the amendment of rules XII and XIV of the State Board of Optometry be approved, as recommended by the Commissioner of Education.

*Tenth:*

On motion of Regent Vander Veer,

*Voted*, That the resignation of Mrs Mary E. Bell of the State Board of Nurse Examiners, be accepted, and that Miss Josephine A. Callahan, of Ogdensburg, be appointed to fill out the unexpired term of Mrs Bell.

*Eleventh:*

On motion of Regent Philbin,

*Voted*, That the Board of Regents requests the Commissioner of Education to express to Dr Charles E. Fitch its regards and best wishes upon his retirement from active work in the Education Department after a long and honorable service.

*Twelfth:*

On motion of Regent Sexton,

*Voted*, That the institutions named in the list of colleges, professional and commercial schools, submitted by the Commissioner of Education, be registered as maintaining required, approved and proper standards.

## REPORT OF THE CHARTER COMMITTEE

Regent Sexton as chairman of the charter committee presented its report and recommendations, upon which the following action was taken:

## CHARTER GRANTED

**Crown of the Law Association.** *Voted*, That a charter be granted incorporating Philip M. Klein, Moses Weinberger, Abraham Gelerinter, Abraham Ehrlich, Ignitz Jakobovitz and Lazar Friedman and their associates and successors under the corporate name of Crown of the Law Association, with its principal corporate office in the city of New York, as an educational association for giving, free of charge, to poor Jewish children in Palestine, instruction in elementary and advanced studies of the Jewish faith, and in such mechanical trades as the trustees shall from time to time deem advisable; and with power, in furtherance of their educational purposes, to establish and maintain, for the children under their instruction, a free home or homes and clothe, feed and shelter them without charge. The corporation to have six trustees, to be at first the persons named as incorporators, to hold until their successors shall be chosen at and for such time or times as shall be fixed by the general rules of the corporation, whose members may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide.

## PROVISIONAL CHARTERS GRANTED

**Marlboro Free Library.** *Voted*, That a provisional charter be granted incorporating David Mosher, Robert A. Weed, Alida S. Velie, Agnes C. Carhart and Cornelius Eckerson and their associates and successors as a free public library under the corporate name of Marlboro Free Library, to be located at Marlboro, Ulster county, N. Y., with five trustees to be at first the persons named as incorporators to hold in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Montgomery Free Library.** *Voted*, That a provisional charter be granted incorporating Harvey N. Smith, Frank T. Hada-way, E. Ross Elliott, Anna F. Lawson and Charles B. Crabtree and their associates and successors as a free public library under the corporate name of Montgomery Free Library, to be located at Montgomery, Orange county, N. Y., with five trustees to be at first the persons named as incorporators to hold in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Boyd Shorthand School of Buffalo.** *Voted*, That a provisional charter be granted incorporating William J. Chown, William T. Damon and George H. Wade, and their associates and successors as a school for the teaching of shorthand, typewriting, bookkeeping and other subjects of practical business usefulness, under the corporate name of Boyd Shorthand School of Buffalo, to be located at Buffalo, N. Y., with three trustees to be at first the per-



sons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$20,000 of which such proportion may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Kings County Business School.** *Voted,* That upon the application of Frederick E. Wood, Virginia Martin Wood and Herman F. Schmaltz, a provisional charter be granted incorporating them and their associates and successors as a business school under the corporate name of Kings County Business School, to be located in the borough of Brooklyn, in the city of New York, with three trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$15,000 of which such proportion may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Lake Placid School.** *Voted,* That upon the application of Frederic W. Allen, William S. Coffin, Caleb Loring, George A. Stevens and John M. Hopkins, a provisional charter be granted incorporating them and their associates and successors as an academy under the corporate name of Lake Placid School, to be located in the town of North Elba, in Essex county, N. Y., with five trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the cor-

poration, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$100,000 of which such proportion may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Cantors' Seminary of New York City.** *Voted,* That a provisional charter be granted incorporating Solomon Baum, David Cahn, Abraham Frachtenberg, Isidore Frank, Theodore Guinsburg, Edward Kartschmaroff, Leon M. Kramer, Abraham Minikowsky, Israel Schorr and Bernhard Steinberg and their associates and successors as an institution for the suitable education and training of cantors, under the corporate name of Cantors' Seminary of New York City, to be located in the city of New York, with ten trustees to be at first the persons named as incorporators to hold, in the order of their naming, two for one year, two for two years, two for three years, two for four years and two for five years, and their successors to hold for terms of five years to be elected two each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution of educational character and public usefulness satisfactory to them.

**Talmudical School of Brooklyn.** *Voted,* That a provisional charter be granted incorporating David Abelov, Aaron Goldberg, Joseph Levine, William Bernstein, Morris Block, Sholem Stark, Morris Weinberg, Samuel Diemand, Sundel H. Neuman, Hyman Lifshitz, Samuel L. Lifshitz, Nathan Oshinsky, Samuel Cohen, Anna Weinstein, Pauline Goldberg and Herman Heller and their associates and successors as an institution for instructing Jewish

children in the Talmud and Hebrew subjects and cultivating in them a reverence for Jewish religious and national subjects and ideas, under the corporate name of Talmudical School of Brooklyn, to be located in the borough of Brooklyn, Kings county, N. Y., the above named incorporators to be its first trustees to hold until their successors shall be chosen by the corporation, whose membership may be increased or decreased in such manner and upon such terms as shall be provided for by general rules of its trustees, who may fix, from time to time, by unanimous vote of their full board, their terms of office and their number, which shall not be more than twenty-five nor less than five; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution and work of public usefulness and educational character satisfactory to them.

**Museum of French Art, French Institute in the United States.**  
*Voted,* That a provisional charter be granted incorporating Edward Tuck, Archer M. Huntington, T. Tileston Wells, Thomas Hastings, Otto H. Kahn, Joseph H. Freedlander and McDougall Hawkes and their associates and successors under the corporate name of Museum of French Art, French Institute in the United States, for the general educational purpose of extending and popularizing among the resident of the United States of America, its territories and possessions, knowledge of the art of France in its divers manifestations, its technic, its history and the social conditions which explain its manifestations, with power to establish and maintain a library and central museum of French art, and to issue publications, make expositions and otherwise further the general purpose of the corporation; that its principal corporate office shall be in the city, county and State of New York, and its first trustees the foregoing named incorporators to hold until their successors shall be chosen by the corporation, whose membership may be increased or decreased in such manner and upon such terms as shall be provided for by general rules of its trustees, who may, from time to time, by unanimous vote of those present at a duly assembled meeting of a majority, or more, of their full board, fix their terms of office and their number, which shall not be more than twenty-five nor less than five, provided such vote be ratified within three months thereafter by the duly acknowledged written

assent of the trustees absent from such meeting; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution and work of public usefulness and educational character satisfactory to them.

#### PROVISIONAL CHARTER REPLACED BY ABSOLUTE CHARTER

**Scio Free Library.** *Voted*, That the Scio Free Library, provisionally incorporated April 26, 1906, having sufficiently met the conditions required therefor, an absolute charter be granted to replace its provisional charter.

#### AMENDMENTS OF CHARTERS

**David A. Howe Public Library.** The application, presented to the Board of Regents at their meeting of January 25, 1911, for the amending of the charter of the David A. Howe Public Library, having been withdrawn,

Upon recommendation of the charter committee, it was

*Voted*, That, in compliance with the unanimous request of its trustees, voted at their meeting of March 28, 1911, at which all were present, the charter of the David A. Howe Public Library be amended so as to provide that the trusteeship now held by Louise A. Brown shall have a life tenure, and after her death be thus held in perpetual, recurring succession by her son, Edward C. Brown, or his oldest, nearest living male heir.

**Dunkirk Free Library.** *Voted*, That upon the unanimous request of the present trustees of the Dunkirk Free Library, voted at their meeting of October 12, 1911, at which all were present, and with the assent of the board of directors of the Young Men's Association of Dunkirk, the charter of the Dunkirk Free Library, granted June 27, 1904, is hereby amended by striking out the following words: "from those who have been members of that board or who have been or are directors of the Young Men's Association of Dunkirk who shall be members in good standing of such association"; and by striking out the word "trustee," following the word "one," so that the clause shall read "successors to be elected by the remaining trustees one each year to serve seven years."

**Rhinecliff Memorial Library.** A majority of the trustees of the Rhinecliff Memorial Library having, at their meeting of November 22, 1911, voted to request the Regents to amend the charter which was granted May 15, 1908, by inserting therein to follow the words "as a free public library," the words "with power to carry on kindred agencies of civic uplift,"

Upon recommendation of the charter committee, it was

*Voted,* That the Commissioner of Education be authorized and requested to mail to the usual address of every trustee of the said library, at least thirty days prior to the next meeting of this Board, a notice that at such meeting a hearing will be given at which will be considered any objections to the proposed amending of the charter of the said library; and that the notices for the next meeting of the Regents shall specify that action is then to be taken on such proposed amending.

**Woman's Institute of Yonkers.** A majority of the trustees of the Woman's Institute of Yonkers having, at their meeting of October 18, 1911, voted to request the Regents to amend the charter of the Institute so as to increase the number of its trustees from eleven to fifteen,

Upon recommendation of the charter committee, it was

*Voted,* That the Commissioner of Education be authorized and requested to mail to the usual address of every trustee of the said library, at least thirty days prior to the next meeting of this Board, a notice that at such meeting a hearing will be given at which will be considered any objections to the proposed amending of the charter of the said library; and that the notices for the next meeting of the Regents shall specify that action is then to be taken on such proposed amending.

#### DISSOLUTION OF CORPORATION

**Bureau of Missions.** It appearing that the Bureau of Missions, which was incorporated by the Regents at their meeting of May 8, 1902, had discontinued operations,

The charter committee recommended that the charter of the said corporation be revoked, and it was

*Voted,* That the Commissioner of Education be authorized and requested to mail to the usual address of every trustee of the said Bureau of Missions, at least thirty days prior to the next meeting of this Board, a notice that at such meeting a hearing will be given at which will be considered any objection to the proposed revocation

of the charter of the said corporation; and that the notices for the next meeting of the Regents shall specify that action is then to be taken on such proposed revocation of charter.

#### TRUSTEES APPOINTED TO FILL VACANCIES

**Mary E. Seymour Memorial Free Library.** It appearing that there are now vacancies, which have continued for more than one year, in all of the five elective trusteeships of the Mary E. Seymour Memorial Free Library, which was incorporated by the Regents June 26, 1899, as the Stockton Free Library, and its present corporate name given to it March 14, 1901,

Upon recommendation of the charter committee, it was

*Voted*, That, as requested by its former trustees, the Regents, to fill the vacancies in the board of trustees of the Mary E. Seymour Memorial Free Library, hereby appoint Charles D. Payne, Newell E. Bogue, William A. Lanphear, Joseph D. Wilder and Ethan C. Shepard to be trustees of the said library and to serve, in the order of their naming, for respectively, one, two, three, four and five years.

**Ellis Farms Boys Training School.** It appearing that the five trustees of Ellis Farms Boys Training School, which was incorporated by the Regents September 22, 1910, have recently resigned,

Upon recommendation of the charter committee, it was

*Voted*, That, to restore the membership of the board of trustees of Ellis Farms Boys Training School to two-thirds of the full number, the following named persons are hereby appointed trustees of the said corporation to fill the respective indicated vacancies, to wit, Signor P. Morgan, to serve till September 22, 1912, in place of Charles R. Nichols, resigned; John B. Lesperance, to serve till September 22, 1913, in place of John B. Lesperance, resigned; Frank Agnew, to serve till September 22, 1914, in place of Berne A. Pyrke, resigned; Smith Johnson, to serve till September 22, 1915, in place of Alberti D. Smith, resigned.

#### ACADEMIES ADMITTED

*Voted*, That the following institutions be admitted to the University, as schools of academic grade:

The academic department of union free school district no. 1 of the town of Somerset, Niagara county, to be known as Barker High School.

The academic department of union free school district no. 1 of

the town of Trenton, Oneida county, to be known as Trenton Union School, located at Barneveld.

The academic department of union free school district no. 21 of the town of Caroline, Tompkins county, to be known as Slaterville Springs Union School.

The academic department of union free school district no. 3 of the towns of Ellicott and Busti, Chautauqua county, to be known as Celoron Union School.

#### REGISTRATION OF LIBRARIES

*Voted,* That, in compliance with the request of the trustees in each case, the following libraries, each of which has been found on official inspection to be meeting the requirements of the Regents, be registered as maintaining a proper standard:

Carthage Free Library  
Little Falls Public Library  
Central Branch of New York Public Library  
Margaret Reaney Memorial Library, St Johnsville  
The Smithtown Library  
Wilson Free Library

#### CORRECTION OF REGISTRATION

*Voted,* That, upon the request of the trustees of the Queens Borough Public Library, in the matter of two of its branches which were registered, June 22, 1911, under the name of "Brooklyn Manor Branch" and "Ridgewood Heights Branch," such registered names be changed, respectively, to Manor Branch and Ridgewood Branch.

#### SPECIAL GRANTS TO LIBRARIES

*Voted,* That a grant of \$100 be made to each, Marlboro Free Library and Montgomery Free Library, if an equal amount be otherwise provided in each case before July 1, 1912, and the purposes for which the money will be used be approved by the Commissioner of Education.

#### REPORT OF THE COMMITTEE ON HIGHER EDUCATION

Dr Vander Veer, chairman of the committee on higher education, presented the following report:

The report of the Erie County Medical Society, on the subject of "fee-splitting," is most impressive. It is to be regretted that when

the attention of the members of the Erie County Medical Society was called to this disgraceful and evil practice a larger number did not respond more promptly and forcibly to the circular letter sent to them. The report of the State Board of Medical Examiners is very conservative and must be greatly respected.

The careful and logical consideration of the entire subject by the Commissioner of Education facilitates an understanding of the situation and suggests corrective methods to be put into execution.

From the inquiries we have made of members of the Erie County Medical Society there can be no question but that this evil practice of "fee-splitting" has been going on in a most disgraceful manner, but the statements of the younger men in the profession in Erie county must be respected and considered, i. e. that the evil is ceasing and has been gradually abating since such forcible attention has been called to it.

That this report has aroused a sentiment of investigation on the part of the members of the medical profession of the State of New York is shown by the recent action of the New York Academy of Medicine, which also indicates that the situation is well in hand and will be dealt with very earnestly by the medical societies in this State.

In the New York State Journal of Medicine, November 1911, is presented the action of "The New York Academy of Medicine vs Fee-splitting."

The following notice has been sent to all members of the New York Academy of Medicine:

At a stated meeting of the New York Academy of Medicine, held October 5, 1911, the following resolution adopted by the council on May 24, 1911, was read, and it was unanimously voted that this resolution be indorsed by the academy:

Resolved, That the secret division of a fee, or fees, with any person, or persons, who may be instrumental in influencing a patient, or patients, to apply for operative care or professional advice, is unworthy of any member of the medical profession.

Resolved, That if such a division of fee is made by a member of the New York Academy of Medicine it should be counted as of sufficient ground for the expulsion of the member.

Resolved, That the council considers it its duty to investigate charges against members made on the basis of such division of fee, and on receipt of proof of offense the council may either permit the resignation of the person or expel him from the academy.

This is a move in the right direction and one which is commended to the various county societies. The first step toward the correction of an evil is the public recognition that it is an evil and deserving of punishment. Now that so influential a body



as the New York Academy of Medicine has put the stamp of its disapproval on the practice and signified its intention of expelling such of its members as are found guilty of dividing fees, whether as giver or taker, it is to be hoped that the county societies will in like manner signify their approval and act. We may well learn a lesson from the lawyers who, through their local bar association, discipline members of the bar for unethical conduct. In the medical profession it is a very rare occurrence for discipline to be administered when it is clearly demanded. Everybody takes to the woods when the matter comes to the question and dives behind the nearest convenient bush. A twenty-five dollar consultation looms larger than the honor of the profession. So the lay press have taken to lecturing us on our misdeeds and the Board of Regents threatens to take a hand and do our duty for us. It is a condition of things which is utterly discreditable to a profession that in former times deserved the respect of the public and possessed it. Let it not be said we are utterly callous and unashamed or too cowardly to mend the evils we admit.

Your committee is somewhat surprised to see the evidently extensive spread of this practice of "fee-splitting," for it has reached not only the eastern and western portions of this country but in an extract from the Buffalo Medical Journal, November 1911, a very interesting reference is made to it, taken from the New Zealand Medical Journal, August 1911, in which this subject, together with the possible percentage on prescriptions sent to certain druggists, is considered. In careful study of the article it is apparent that New Zealand has already dealt radically with the subject, having "An Act for the Prohibition of Secret Commissions." Clause 8 of this act provides that: "Every person is guilty of an offense who advises any person to enter into a contract with a third person, and receives or agrees to receive from that third person, without the knowledge and consent of the person so advised, any gift or consideration as an inducement or reward for the giving of that advice, unless the person giving that advice was to the knowledge of the person so advised the agent of that third person."

The Buffalo Medical Journal refers to this as a practical legal remedy, not only for medical fee-splitting, but for secret commissions of all kinds in any line of business.

The American Medical Association at its meeting at Los Angeles, Cal., June 1911, had this subject under consideration and it was finally referred to a committee who will report at the next meeting, June 1912, through the judicial council of the association. The by-laws of the association, referring to this matter, read as follows: "The judicial council may investigate professional conditions and

all matters pertaining to the relations of physicians to one another and to the public and shall make such recommendations to the house of delegates and the constituent associations as it deems necessary." The American Medical Association must be given credit for being very thorough in treating evil practices of this kind and in correcting the many fake advertisements appearing in medical journals. It is fair to assume that they will handle this subject of fee-splitting with energy. In view of the action that is being taken by the Board of Regents and many reputable medical societies, notably that of the New York Academy of Medicine, and faculties of medical colleges, your committee would suggest that the report from the Erie County Medical Society, with the comprehensive communications upon the involved questions from the Commissioner of Education to the Board of Regents, and their action, be transmitted to the Medical Society of the State of New York, which meets in Albany, April 13, 1912, and to the homeopathic, eclectic and osteopathic State societies, for their consideration.

A very strong article on the subject of fee-splitting appeared in a recent number of Pearson's Magazine.

The committee is fully in accord with the recommendation of the Commissioner that the medical colleges of this State be inspected, somewhat in the manner indicated in his communication to the Board of Regents.

On motion of Regent Nottingham,

*Voted*, That the recommendations of the Commissioner of Education and the report of the committee on higher education as presented by Regent Vander Veer, relating to ethics and educational standards of the medical profession, be referred back to the committee on higher education with the suggestion that the committee communicate at an early day with the officers of the State Medical Society and the homeopathic, eclectic and osteopathic State societies in reference to the whole subject, and report to the Regents at the next meeting.

#### NEW ROCHELLE LIBRARY

Regent Philbin, as chairman of the committee on educational extension, presented the following report in the matter of the New Rochelle Library:

The Committee on Educational Extension to whom the matter of the New Rochelle Library was referred respectfully reports:

That by a petition addressed to this Board, bearing date the 22d day of June, 1911, certain citizens of the city of New Rochelle, through a committee consisting of Rev. Charles F. Canedy and Messrs F. deW. Bodmer and James B. Butterworth, complained of the way in which the affairs of said library were administered by its board of trustees, and suggested that conditions existed which called for action by the Board of Regents under section 1130 of the Education Law. Said conditions, briefly stated, consisted of an alleged failure properly to provide for the shelving of the books, sufficient provision for reading facilities and the proper record and application of moneys of the library received as rental of the second story of the leased premises. Further ground of the complaint was the attitude taken by the trustees of the library toward the project to erect a new building for its use, partly with funds donated for that purpose by Mr Andrew Carnegie, it being urged that under section 1119 of the Education Law the Board of Regents had power to prevent the acceptance of said gift by the city of New Rochelle. The said petition upon being presented to this Board at a meeting held on the date thereof, and at the same time a hearing having been given to said committee, it was referred to the educational extension committee for consideration and future report.

Subsequently, Mr William R. Eastman, Chief of the Division of Educational Extension, visited the library and on or about the 13th day of July, 1911, made his report in writing to Mr James I. Wyer, Jr, Director of the New York State Library, in which he found that there were not sufficient grounds for any action on the part of the Board of Regents. Mr Eastman's report recited that there was very satisfactory evidence of the efficiency of the library to be found in the statistics as to its number of volumes and circulation. Referring to the number of new borrowers registered during the preceding year, the general registration of borrowers and the circulation, Mr Eastman says these figures are undisputed and place this library in the very front rank of those in cities of the same class, when measured by the public use of their books. The report properly regards the question raised as to the omission to utilize the second story of the leased premises as the only one calling for serious consideration by this Board, and states that that portion of the premises is not available because of the existence of partitions therein, and also for the reason that it is not directly accessible from the first floor. The crowded condition of the portion of the first floor used for the library was recognized by Mr Eastman, but he stated that the trustees pre-

ferred to bend their energies toward securing the acquisition of the new building, rather than to spend money to adapt the present quarters to the need for increased space. It also appears from the report that the reading facilities of the library might be somewhat increased by a new room on the second floor, and that the work with children might be carried on to better advantage if the latter were employed.

At the meeting of this Board held on the 31st day of August last, exceptions were filed by said committee of citizens to said report, and these were taken under advisement by the educational extension committee. A hearing was given by the committee to both sides in the city of New York on the 23d day of November, 1911, and all were given the fullest opportunity to express their views.

The conclusions reached as a result of such hearing may now be briefly stated. The principal cause for the attitude taken by the citizens above referred to appears to be their objection not only to the site of the proposed new library building, but also to the acceptance by the city of a donation from Mr Carnegie. It has been urged that it is entirely unnecessary that provision should be made at the present time for such a change, as the present leased premises are entirely adequate if wholly applied to the purposes of the library by using the second floor in addition to the first floor now occupied. The second floor is leased to various tenants, among whom is one engaged in the occupation of giving music lessons, which it is claimed causes more or less annoyance to the patrons of the library, who visit the same with the object of reading. The trustees admitted on the hearing referred to that the first floor was not wholly adequate for the use of the library. Dr Holden, the president of the board of trustees, stated that at one time it was contemplated that a part of the library facilities be moved upstairs, but then came a movement for a new public library, and the trustees figured out that by using the present rooms and making other arrangements, they could make out for a year or two, and rent a greater part of the upstairs portion.

Mr Hume, another trustee, stated that they did not claim that if the extra space, referring to the second floor, was available it could not be used, but on the contrary, the trustees could use it to very good advantage. He claimed, however, that the second floor was inaccessible because there was no communication between it and the first floor. He further stated that a new library was needed because the present accommodations were not large enough. From the statements made at the hearing, there is no room for doubt that the effi-

ciency of the library could be very substantially promoted by the use of the second floor, and that the present facilities as confined to the first floor are not wholly adequate for library purposes. The objections on the part of the trustees to the use of the second floor, as already indicated, are based upon a claim that the persons using the upper story would be obliged to go into the main hall of the building, and use a public staircase, and that it would involve some expense for removing the partitions that have been erected for the benefit of the tenants in the second story, which expense would seem to be useless in view of the fact that they expected to acquire a new building as already stated.

In view of the fact that it was conceded by all that it would be impossible for the library to move into the proposed new structure within a year, and that in the meantime the business of the library might naturally be expected to increase, thus rendering the existing conditions even more undesirable, it would seem that the comparatively slight expense of fitting the upper story for the purposes of the institution might properly be incurred, and that some arrangements be made so that there could be immediate communication with the upper floor by way of speaking tubes or book lifts. The reluctance, therefore, to provide greater facilities by the use of the upper story appears to be hardly justified; and it would seem to be proper that a suggestion along these lines should be made to the trustees, although it may not be deemed by the Board a sufficiently grave situation to call for the formal request provided for in section 1130 of the Education Law.

With regard to the request that the Board of Regents act under section 1119 of the Education Law, which provides in substance that no conditional gift to a public library shall become an effective or binding contract unless the approval of this Board is first obtained, we think that the existing circumstances are not such as to call for any action of the Board in that regard, but that such a matter would only be a subject for proper consideration when the application for approval is made to the Board of Regents.

*Dated, 6th December, 1911*

Respectfully submitted

EUGENE A. PHILBIN

WM. NOTTINGHAM

LUCIAN L. SHEDDEN

*Committee*

On motion of Regent Carpenter,

*Resolved*, That, it appearing from the report of the committee on educational extension that the public usefulness of the books of the New Rochelle Library would be promoted by increasing the space now used for library purposes, it is,

*Voted*, That the Commissioner of Education be and hereby is requested to recommend to the trustees of the New Rochelle Library that so far as practicable all of the premises leased by said Library be applied to the uses of the same.

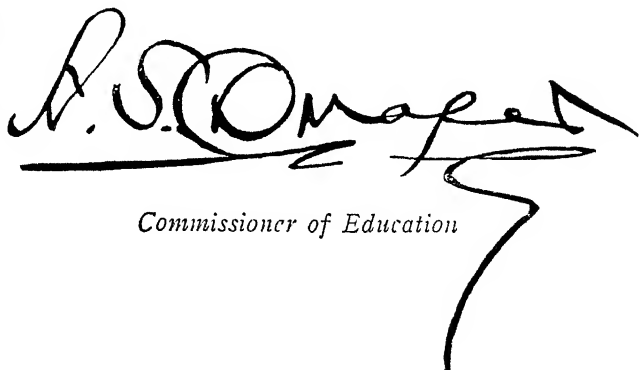
#### REPORT OF THE FINANCE COMMITTEE

Regent Carpenter for the finance committee presented the usual statement from the National Commercial Bank, showing the amount on deposit to the credit of the New York State Educational Department at the close of business on December 6, 1911, to be \$15,525.83 and also the usual certificate of a representative of the Comptroller's office relating to the books, accounts and deposits of the Department up to and including December 6, 1911, which were accepted and ordered filed.

Thereupon, on motion, the Board adjourned.

The foregoing minutes of the meeting of the Board of Regents, held December 7, 1911, were duly approved and confirmed at a meeting of said Board held February 22, 1912.

Attest

A large, stylized handwritten signature in black ink, appearing to read "A. S. Conner". The signature is written over a horizontal line and extends downwards with a long, sweeping flourish.

*Commissioner of Education*

#### MEETING HELD AT THE EDUCATION DEPARTMENT IN THE STATE NORMAL COLLEGE, ALBANY, FEBRUARY 22, 1912

The Board of Regents of the University of the State of New York, met at the Education Department in the State Normal College, Albany, at 10 a. m., February 22, 1912, pursuant to a call duly sent to each Regent as provided by law.

The meeting was called to order by Vice Chancellor McKelway.

The following Regents were present: Vice Chancellor McKelway, Pliny T. Sexton, Chester S. Lord, William Nottingham, Eugene A. Philbin, Francis M. Carpenter, Abram I. Elkus and Lucius N. Littauer. The Commissioner of Education was also present.

The Commissioner of Education presented excuses for absence from Regents Beach and Vander Veer, which were voted satisfactory. He also presented a letter from Dr Chauncey P. Smith of Buffalo, notifying the Board of the serious illness of his father, Regent T. Guilford Smith.<sup>1</sup> The members of the Board expressed their regret and sympathy.

#### APPROVAL OF THE MINUTES OF THE LAST MEETING

The minutes of the meeting of December 7, 1911, were duly approved.

#### SECTION 64 SUSPENDED

On motion of Regent Sexton it was unanimously

*Voted*, That section 64 of the Regents Revised Rules be suspended during the session, in so far as it may affect any unanimous action of the Board.

#### IN MEMORY OF THE LATE REGENT LUCIAN L. SHEDDEN

#### ANNOUNCEMENT BY VICE CHANCELLOR MCKELWAY

##### *Gentlemen:*

Before we begin our business session, I wish to announce the mournful fact of the death of Regent Lucian L. Shedden, since our last meeting. I am sure that those of us who met with him in this Board will always remember him with affection and with a sense of the excellent service that he gave to this body and to the State. His legal and political record commended him to the constituency from which he came, and the broader record on purely educational matters which he here achieved made us his friends, **made him our friend**, and certainly magnified the pleasant relations between this Board and every department of the government of the State.

I have no doubt, from the expressions which this sad instance will draw from the members of this body, and which we will

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<sup>1</sup>Immediately following the meeting of the Board, the Commissioner of Education received announcement of the death of Regent Smith.

under custom set forth in our minutes, that the relations of Dr Shedden to our educational work will be formally, properly, and impressively entered upon our records and in our publications. I await, with reference to this event, and before the resumption of the regular business, the further pleasure of the Board.

REMARKS BY REGENT SEXTON

*Mr Chancellor:*

Your very appropriate remarks, reminding us of the said bereavement which we have suffered in the death of our friend, Regent Shedden, have, I am sure, struck a sympathetic chord in all our hearts. In the few years that he has been associated with us here I know that we all came to love him very dearly. He was a faithful worker in the performance of his official duties. He was a delightful companion. For myself, I may say that I have seldom felt such great unhappiness as the knowledge of his death caused me. He was a man endowed by nature with the choicest qualities; all of his faculties had been cultivated to the highest degree, and we might almost speak of him as a man without blemish. It certainly is a great loss to the State, and to us personally, that he has been removed from our midst. I can not speak as one guided by a long-time intimate knowledge of him: our acquaintance has been mainly that gained through our meetings at the gatherings of this Board. But there is one present whose knowledge of him is the outcome of almost a lifetime of friendship; that person is our worthy Commissioner of Education. I would suggest, therefore, Mr Vice Chancellor, that the more fitting and extended tribute to Regent Shedden might well be prepared by Commissioner Draper, as the leading words for inclusion in our journal; and, as we have heretofore thought fitting in the case of departed Regents, that there shall be bound into the record so made a portrait of our deceased brother, together with such expressions concerning him as may be made by other Regents.

REMARKS BY REGENT PHILBIN

*Mr Chancellor:*

Regent Shedden and I were rather intimately associated recently in connection with a very important matter under the charge of the Commissioner of Education; in other words, in relation to the awarding of the contracts for the furnishing of the



Education Building. Not only the intimate association of that particular occasion, but also the fact that during the years of his membership in this Board he sat next to me, has given me reason to feel that the death of Mr Shedden is in the nature of a personal bereavement.

We were last together on the 9th of January, when we met in Albany for the purpose of acting, with State Architect Ware, in the consideration of the bids which had been offered. On that occasion Regent Shedden, Mr Ware and myself visited the Education Building and went all through it with a view of ascertaining just what furniture was needed and other details necessary to be considered in order to determine the awarding of the contracts. Regent Shedden complained of having a cold but gave no indication that it was a very serious matter. We afterwards went to the Fort Orange Club for luncheon, during which he was cheerful and very entertaining, and showed no weakness resulting from his indisposition. I left him to go to New York, and he stated that he thought he would remain over night in Albany as his cold was somewhat troublesome and he believed it would be safer than to take the sleeper to Plattsburg.

The report was prepared and sent to his home, but it must have arrived there only very shortly before his death. However, the conclusion reached by the committee was participated in by him and represented his earnest and able consideration of the many important matters involved. It was his decision as well as that of the other members of the committee.

In all these conferences Regent Shedden was actuated by a sincere desire that full justice should be done to every bidder, and that the determination reached by the committee should be controlled solely by what was for the best interests of the State.

I desire to record here my own sense of personal loss in the decease of Regent Shedden, and to indorse what you have so aptly said in regard to his great usefulness to the State of New York, particularly in his office as a member of the Board of Regents of the University.

Regent Shedden was thoroughly tried as a public servant and he represented the highest type of citizenship. In the important public offices he had held he discharged the full duty demanded without creating merited resentment. It was always well recognized that his official act was entirely free from any selfish motive, and, consequently, there could be no quarrel unless one would attack the law or principle influencing it.

This Board has lost the services of one who, because of high character and splendid ability most effectively contributed to the success of its important mission.

Regent Shedden's record in private life, in the great profession of which he was such a distinguished member, and in public life, furnishes an inspiration to the young men of our State which must be effective for great good. He will always remain with us in most affectionate memory.

REMARKS BY REGENT ELKUS

*Mr Chancellor:*

I do not want to sit silent while my colleagues are speaking of our late friend, Judge Shedden, and of our great loss. I feel that I must say at least a word with reference to him. Although I had known him personally but a short time we had many mutual friends of long standing. His public deeds, his public character, and his public service have been most fittingly alluded to; but I want to speak as to his personal characteristics which were so much in evidence — of his high moral attainments, and of the charming manner in which all matters which came to him for disposition or discussion were treated by him. This showed even more than any of his public acts the truly great and noble man that he was. With that thought in mind I wish to join most heartily in the sentiments which have been expressed concerning the loss we have suffered by the death of Regent Shedden.

REMARKS BY REGENT LORD

*Mr Chancellor:*

Although my acquaintance with Regent Shedden was perhaps of shorter duration than was that of the other Regents, it was enough nevertheless for me thoroughly to appreciate his splendid qualities both as a man and a companion. I, too, sat next to him in the meetings of the Board and his very proximity was an inspiration. I shall always regret that I did not know him better, for I have felt that his kindliness of nature and his gentleness of manner were in themselves an overture to an ideal friendship. It seems to me that we all should learn wisdom from the loving example and the beautiful personality of Regent Shedden.

On motion of Regent Sexton,

*Voted*, That the Commissioner of Education prepare a fitting tribute to our late beloved colleague, which with the other ex-

pressions of appreciation by members of the Board, shall be inscribed in our official journal, and that there shall also be incorporated therein a portrait of Regent Shedden; and that the Commissioner of Education be requested to send a suitably bound copy of such memorial to Mrs Shedden.

Pursuant to the foregoing vote the Commissioner of Education prepared the following:

#### TRIBUTE BY THE COMMISSIONER OF EDUCATION

My relations with Regent Lucian L. Shedden were very personal, for as classmates in the Albany Law School we became fast friends more than forty years ago. There was never any interruption to our friendship. I visited him at his father's house before either of us was married, and therefore may say that he inherited virile intellectual power as well as fine moral culture from parents who were spendid representatives of that noble, though pioneer, civilization which prevailed in the farming districts of this State even in the early years of its evolution to the north and west. He was happily and fortunately married; Mrs Shedden is a woman of the many qualities which made her the fit companion and gracious helper of the friend we have had. Their home became a veritable citadel of moral strength and intellectual culture; and it extended the freest hospitality to innumerable friends. Children came to gladden their hearts, to receive their jealous care and liberal training, and to make ample returns for all that the best of parents could do for them. Parents and children came to work together for home, and church, and society. None in need ever went from them empty-handed; and the city, the county, the State, and all the institutions which sustain them, came to feel the guidance and the uplift of their noble and generous souls.

Regent Shedden was gifted with a mind that was both penetrating and balanced; he was a serious student of the law; he mingled in all the affairs of the people among whom he lived; he responded to every reasonable call which they made upon him; and he was dependable. He was particularly forceful in asserting his own views, and notably successful in doing it without antagonizing those with whom he differed. So it was inevitable that he should be called to responsible public positions. He served two terms as district attorney and two terms as county judge of Clinton county; and not only with efficiency and gen-

eral acceptability, but with such modesty and so much helpfulness to all that in the course of the long service, without knowing it, he placed every good citizen of that county under some personal obligation to him. All of this was of course associated with activity in politics. His influence in the councils of his party was very great, always sane and independent, and never exerted in obnoxious ways. His attendance at the political conventions and the demands which the campaigns made upon his accomplishments as a public speaker had no influence upon the regularity of his habits, upon the universal respect for him, or upon his steady and rapid professional advancement. He came to be a lawyer of the very first rank in northern New York, and one whose opinions were thoroughly respected and highly regarded in all parts of the State. He was appointed by Governor Higgins and confirmed by the Senate, as a member of the Commission on Gas and Electricity, the forerunner of the Public Service Commission, and as such wrote the opinion of the Commission fixing the price of gas in the city of New York at a rate which was stoutly opposed by great corporations and the ablest attorneys, but which was sustained by public sentiment and by the court of last resort. So he was a many-sided man; but he was a thoroughly balanced one, and he came to be a strong one.

He was always interested in education. He manifested this interest in his uniform support of the public schools and through the broadmindedness with which he gave every educational advantage to his children. A quarter of a century ago it was my pleasure to appoint him a member of the original board of managers of the State Normal School at Plattsburg and his constant activity in the interest of the institution was of untold advantage to it. He was a free giver to the Young Men's Christian Association of his city. In time he was honored with the degree of doctor of laws by Wesleyan University. He moved rather naturally toward the position of Regent of the University of the State of New York, was chosen to that position by the Legislature in 1905, and speedily became an efficient member who was much beloved by all his colleagues. This position, and these relations, and the work he was happy in doing here, seemed to mature his nature rapidly. They brought his noble qualities to their finest flower and to their most abundant fruitage.

In his personal relations he was a tender husband who coordinated with an affectionate and capable wife to make and

maintain one of the best of American homes; he was a loving father who was companionable and yet exacting with his children; he was a religionist of such natural and undoubting faith that ostentation or cant were absolutely foreign to him. In his public relations he was a politician with force but without guile, a lawyer with learning but without pretense, an official who executed the trust without self-seeking. So he became an inspiration to our free society and a strong support to our democratic institutions, and therefore a citizen of worth and distinction.

His death is a serious loss to public education in New York, and it is an affliction to the members of the Board and to the Commissioner of Education; but it is an affliction which is softened by the knowledge that he was always prepared for whatever might come and that his memory will endure to enrich the world.

#### REGENT LITTAUER INTRODUCED TO BOARD

The Vice Chancellor introduced Regent Littauer to the Board, saying:

I have pleasure in introducing to the Board Regent Lucius N. Littauer, who has been chosen by the Legislature as the successor of Regent Shedden and who will take part today for the first time in our proceedings as a member of the Board.

#### RESPONSE BY REGENT LITTAUER

*Mr Chancellor and Regents:*

I desire simply to say a word of thanks for the cordial way in which you have greeted me, and particularly of my interest in listening to your words of appreciation of the life and character of the late honored member whose seat I am intended to occupy. It is surely an inspiration that will guide me in the work with the Board of which I am now a member.

#### APPOINTMENTS TO COMMITTEES

The Vice Chancellor announced the following appointments to committees:

Regent Littauer to the committees on elementary education, educational extension, finance, and State science work; Regent Nottingham as chairman of the committee on elementary education, of which he is now a member; Regent-elect Moot, who will take office April 1, 1912, as a member of the committees on secondary education, the State Library, State science work, and law.

## COMMUNICATION FROM THE COMMISSIONER OF EDUCATION

STATE OF NEW YORK  
EDUCATION DEPARTMENT  
COMMISSIONER'S ROOM

*Albany, February 22, 1912*

*To the Board of Regents:*

I submit the following statements and suggestions concerning the business of the Department:

## APPOINTMENTS, PROMOTIONS AND TRANSFERS

Since the last meeting of the Board appointments, promotions and transfers have been made as follows:

**Administration Division**

Marguerite M. Kiernan, *Junior Clerk*, \$480 per annum

**Examinations Division**

Grace E. Crenan, *Examiner in Business Subjects*, \$900 per annum

Mrs Lina Arronet, *Examiner in Modern Languages*, promoted from \$720 to \$900 per annum

Bernice A. Howe, *Examiner in English*, promoted from \$720 to \$900 per annum

Elizabeth C. Kemmy, *Clerk*, promoted from \$600 to \$720 per annum

Margaret B. Miller, *Clerk*, promoted from \$600 to \$720 per annum

Jeannette C. Gallagher, *Clerk*, promoted from \$480 to \$600 per annum

Ottila Bonheyo, *Junior Clerk*, \$480 per annum

Ethel T. Delehanty, *Junior Clerk*, \$480 per annum

Freda H. Fisher, *Junior Clerk*, \$480 per annum

Anna E. Hogan, *Junior Clerk*, \$360 per annum

**State Library**

Harriet C. Chapman, *Stenographer*, promoted from \$600 to \$720 per annum

Ethel O. Hulburd, *Clerk*, promoted from \$600 to \$720 per annum

Mabel E. Woodcock, *Library Assistant*, promoted from \$600 to \$720 per annum

Alice M. Dougan, *Library Assistant*, \$600 per annum

Lida C. Vasbinder, *Library Assistant*, \$600 per annum

Fletcher A. Blanchard, *Junior Clerk*, promoted from \$480 to \$600 per annum

Frances L. Cregan, *Clerk*, promoted from \$480 to \$600 per annum

Emma M. Kattrein, *Clerk*, promoted from \$480 to \$600 per annum

Katherine M. Smith, *Copyist*, \$480 per annum

Mary P. Wilkins, *Junior Clerk*, \$480 per annum

Marcella L. Coughlin, *Junior Clerk*, \$360 per annum

Thomas P. Dolan, Jr, *Page*, \$360 per annum

Katherine J. Walsh, *Junior Clerk*, \$360 per annum

The following are special appointees engaged in the restoration of manuscripts:

Elizabeth Clark, *Copyist*, \$480 per annum

Florence M. Pebler, *Copyist*, \$480 per annum

Celia J. Jarvis, *Junior Clerk*, \$360 per annum

#### Public Records Division

Edward W. Hart, Jr, *Page*, transferred from Library with promotion from \$360 to \$480 per annum

#### School Libraries Division

Sherman Williams, *Chief*, \$2500 per annum

#### Science Division

Paul E. Reynolds, *Stenographer*, promoted from \$1000 to \$1020 per annum

#### Statistics Division

May L. Mickel, *Junior Clerk*, promoted from \$360 to \$480 per annum

#### Visual Instruction Division

Robert H. Friedlander, *Page*, promoted from \$360 to \$480 per annum

#### RESCINDING THE AGREEMENT BETWEEN THE STATE OF NEW YORK AND THE STATE OF VERMONT TO INDORSE MEDICAL LICENSES EARNED ON EXAMINATION

December 21, 1907, the Board of Regents entered into an agreement with the Vermont State Board of Medical Registration to indorse licenses earned on examination before that board. This agreement was in basis and form substantially identical with the agreement with the state of Ohio as found in the Journal of the Regents Meeting of October 17, 1907, page 375.

Ever since this agreement was entered upon there has been more or less question as to its wisdom in view of the fact that

the Vermont State Board of Medical Registration has had little or no machinery for determining the exact educational qualifications (either preliminary or professional) of candidates seeking admission to the licensing examination in Vermont. At intervals during the past three years serious questions of administration of the medical practice act have arisen between this Department and the Vermont State Board of Medical Registration, and only recently the Vermont State Board certified to this Department three cases for indorsement under this agreement that failed to meet the requirements of the New York statute and plainly discriminated against the New York State schools. A complete digest of the situation has been made by the First Assistant Commissioner of Education and submitted to me. A copy of this digest was transmitted to the Vermont State Board of Medical Registration for their consideration, and for the presentation of any reasons why the agreement should not be rescinded. Under date of February 7, the secretary of the Vermont State Board of Medical Registration, W. Scott Nay, writes as follows:

I am impressed with the fairness with which you discuss the subject matter and while it places our board in an unenviable position it is simply because we are the victim of circumstances. . . . You have a correct idea respecting our inability to investigate secondary schools; . . . permit me to assure you in connection with this unpleasant experience that it is only with feelings of regret on the part of our board that you have thought your action justifiable, and with the hope that, should the Regents agree with your recommendations, I trust that at no distant day our fraternal relations may be renewed and our compact so clearly interpreted that there may be no infractions, but rather most cordial and undisputed intercourse.

In view of all the facts bearing upon this matter I am clearly of the opinion that the reciprocity agreement between the State of New York and the State of Vermont to indorse medical licenses earned on examination should be rescinded, and I therefore recommend that action be taken by the Board of Regents rescinding such agreement.

#### RULES AND REGULATIONS OF THE STATE BOARD OF DENTAL EXAMINERS

The public health law, chapter 45 of the Consolidated Laws, provides that dental licenses shall be issued in accordance with the rules approved by the Board of Regents and the State Board



of Dental Examiners. Such rules have heretofore been adopted by the Board of Dental Examiners and I recommend their approval as follows:

**1 Meetings.** The annual meeting of the board shall be held at the State Education Department, Albany, on the first Saturday in October of each year at 10 o'clock in the forenoon, at which time officers shall be elected; examiners appointed for the various topics; dates and places selected for the examinations; and such other business transacted as may properly come before the meeting.

A regular meeting shall be held at 9 a. m. on the first day of the annual meeting of the State Dental Society.

Special meetings may be called by the president at the written request of five members.

**2 Quorum.** Five members shall constitute a quorum at the meetings of the board and two members at the meetings of committees.

**3 Per diems.** Each examiner shall receive \$10 for each day's service in the performance of his duty and shall be entitled to all necessary expenses. All bills of examiners for the year shall be sent to the cashier not later than July 1st.

**4 Committees.** At the annual meeting the president shall appoint the standing committees. Other committees shall be appointed by the president at such times and for any purpose that may be found necessary for the proper enforcement of the provisions of the law.

**5 Officers.** The officers of the board shall consist of a president, secretary and an editor of question papers who shall be elected by ballot and shall hold office for one year or until their successors are elected.

**6 President.** The president shall preside at all meetings of the board, appoint annually an examiner for each of the various topics; appoint committees not otherwise provided for; countersign all bills of the board and call special meetings of the board at the written request of five of its members. He shall have general supervision of the practical examinations, shall be relieved from the preparation of questions and from the rating of papers.

**7 Secretary.** The secretary shall keep correct minutes of all the meetings of the board; shall notify members and the Department of all meetings ten days in advance; shall countersign all bills of the board; shall report promptly the results of each examination; send a copy of such report to each examiner, and retain a copy of each report in the book provided for that purpose. At each annual meeting he shall present a full report of the result of each examination, of the names of those to whom licenses have been recommended and of the expenses of the year.

**8 Editor.** The editor shall select for each examination fifteen questions on each topic from a list of twenty questions to be sent to him by each examiner on the topic to which he has been assigned. The editor shall forward annually by the first of October these fifteen questions on each of the topics of an examination for each of the three examinations of the year to the Examinations Division.

**9 Annual report.** The Examinations Division shall present to each annual meeting of the board the names of those that have applied for licenses to practise dentistry during the year, the schools from which the candidates graduated, the successful and unsuccessful candidates and such other data as will assist the board in collecting and filing a complete account of the work and object of the board.

**10 Examiners.** Each examiner shall prepare a list of twenty questions for each of the three examinations upon the topic to which he has been assigned and send them to the editor by September 15th of each year to the intent that the papers of a year may be printed at one time.

*a Answer papers.* As soon as practicable after the receipt of answer papers from the division the examiner shall read them, mark against each answer the number it may receive (ten being perfect) and at the end of each paper mark the total given to the ten answers, thus giving the per cent.

*b Duplicate reports.* He shall then report at once to the secretary and to the chief of the division the per cent given by him to each of the examinees; such per cent being open to review for three weeks after forwarding the report. At the expiration of three weeks he shall forward the answer papers to the division.

*c Unrated papers.* An answer paper bearing a candidate's name or any other designation which would or could reveal the candidate's identity, must be forwarded to the secretary unrated. The secretary shall thereupon send such answer paper to one of the other members of the board for rating, making sure that no evidence as to the identity of the candidate remains on the answer paper.

*d Rating papers.* Papers shall be rated by the examiner at the minimum rate of at least twenty a day, more if possible, from the date of receipt.

*e Correspondence.* All official correspondence received by examiners shall be referred to the division for reply.

**11 Official documents.** Official documents requiring the signature of an officer or a member of the board shall be signed and forwarded on the day received and the date of such signature shall appear next to the signature.

**12 Applicants for licenses.** Applications for examinations shall be accompanied by the required fee and must be filed with the division at least ten days prior to the examination. In case of failure to pass the examination the fee shall not be returned.

**13 Indorsements.** An applicant for a license by indorsement on reputable practice shall present himself in person to the examiner of the district in which he intends to practise. No application for indorsement on reputable practice shall be referred to the full board till it has been approved by the examiner of the district in which the applicant expects to practise and the examiner of the adjoining district, before both of whom the applicant shall have personally appeared.

**14 Examinations.** There shall be three examinations, in January, June and September, to be held simultaneously in Albany, Buffalo, New York and Syracuse. Applicants for examination in Syracuse shall be required to take their practical examinations in Buffalo. Examinations shall be upon the questions prepared by the examiners, shall be held under Regents rules and shall be supervised by representatives of the division.

**15 Theoretical examinations.** The topics upon which applicants shall be examined are

Anatomy	Physiology and hygiene
Chemistry and metallurgy	Oral surgery and pathology
Operative dentistry	Prosthetic dentistry
Therapeutics and materia medica	Histology

The operative and prosthetic subjects shall be divided into theory and practice and 75 per cent shall be required to pass each.

**16 Answer papers.** Answer papers shall be written on one side of the paper only and in ink. Candidates must not write their answers on paper other than that supplied to them by the official in charge of the examination. Examiners shall return to the secretary all answer papers written on unofficial paper with the words "Unrated on account of violation of rule 16." The names of the candidates are not to appear on answer papers, but an assigned number shall be used.

**17 Licenses.** Each candidate that shall receive 75 per cent in each of the topics shall be recommended to the Regents for a license to practise dentistry. Licenses shall be signed in india ink, by each examiner, and the Commissioner of Education on the warrant of the Regents examiner.

**18 Honors.** Candidates must pass at 90 per cent or more in each of the topics in order to receive an honor license. Candidates that have passed in seven of the eight topics with a rating of 90 per cent or more and whose mark in the other topics is 89 per cent, shall be entitled to an unasked review for honor license.

**19 Failure in one topic.** The candidate that fails in one topic only whose general average in the remaining topics is at least 75 per cent shall be readmitted to a subsequent examination without payment of an additional fee, and shall be reexamined only in the topic in which he failed to attain 75 per cent. In all other cases candidates shall wait at least six months for reexaminations and shall be reexamined in all topics.

**20 Practical examinations.** Practical examinations in prosthetic and in operative dentistry shall be held the Saturday following the written examinations and at such other times as may be decided upon by the examiners in the districts in which they are held. All candidates for practical examinations shall be required to do the work during specified hours which shall be from 9 a. m. until 12 m. and from 1 to 4 p. m.

**21 Practical examination in prosthetic dentistry.** Each candidate shall bring: (1) a full upper and lower set of plain teeth mounted on an anatomical articulator, for rubber plates, to show proper occlusion; (2) a four-tooth piece of bridge work consisting of two abutment crowns, one of which shall be a cuspid porcelain faced Richmond crown, the other an all gold molar crown, and two porcelain-faced dummies, all with proper occlusal surface made to an articulation. The metal used shall be either gold, German silver or coin silver, and the solder for the first two shall be at least 18 K. gold and for the last silver. For this examination the candidate must furnish himself with blow pipe, bellows, investing material and all other requisites to do the investing and soldering. All the work of mounting and soldering shall be performed before the examiner. The candidate and his teacher shall make affidavit that the crowns, the connecting bar, if used, and the abutments were made by the candidate. These shall be deposited with the examiner in prosthetic dentistry to be returned, after two months, on application at the expense of the candidate.

**22 Practical examination in operative dentistry.** Candidates shall bring patients — more than one (as cavities selected by them may not be accepted) and all material and instruments, except operating chair, necessary to insert a gold filling in an approximal cavity of a tooth with the adjoining tooth in position, and another in a cavity prepared for a gold inlay. After the cavity is fitted for the gold filling and inspected by the examiner the candidate shall fill the cavity with gold which shall also be examined. The candidate shall then prepare a

cavity for a gold inlay and fill the same under like regulations. No cavity will be accepted with an enamel break of less than one millimeter in width.

**23 Passing in the practical examinations.** The candidate that obtains 75 per cent or over in the practical examinations need not be reexamined in these subjects except for cause.

**24 Revocation of license.** All charges against a practitioner of dentistry in this State for unprofessional or immoral conduct, or for gross ignorance or inefficiency in his profession, shall be made under oath and substantiated by the affidavits of two persons other than the one making the charge. The charges shall be sent to the secretary who shall call a meeting of the board to consider them. The secretary shall furnish the accused with a copy of the charges at least two weeks before the date of the meeting that he shall be notified to attend. The accused may appear with counsel if he so desires. Should the accused be deemed guilty after having a fair opportunity to be heard, the board shall recommend to the Regents his suspension from the practice of dentistry for a limited season, or the revocation of his license.

**25 Amendments.** Notice of proposed amendments to these rules shall be sent to each member of the board and to the Department at least one week prior to the meeting at which such amendment is to be offered. An amendment shall be adopted on the affirmative vote of two-thirds of the members present.

#### RULES OF THE STATE BOARD OF EXAMINERS FOR CERTIFIED SHORTHAND REPORTERS

Chapter 587 of the Laws of 1911, an act to amend the general business law in relation to regulating the profession of shorthand reporters, which became a law June 30, 1911, provides that "the Regents of the University shall make rules for the examination of persons applying for certificates under this article."

At a meeting of the State Board of Examiners for Certified Shorthand Reporters held January 26-27, 1911, the following rules governing examinations of persons applying for certificates as shorthand reporters were prepared and agreed upon by the board.

I recommend the adoption of these rules for the examination and licensing of certified shorthand reporters.

1 Any person shall be permitted to take an examination for the degree of C. S. R. who shall be a citizen of the United States, or who has duly declared his intention of becoming such citizen, residing in or having a place for the regular transaction of business in this State, is over 21 years of age, and of good moral character, who shall have received in an approved school a technical education in writing shorthand, or private instruction which may be accepted as an equivalent, and who shall have been doing actual practice as a shorthand reporter three years in the office of a certified shorthand reporter or in any state or municipal office, commission or court, or who shall have been continuously engaged such length of time in doing reporting work on his own account.

2 There shall be two examinations held in each year.

3 Examinations will be held on Tuesday and Wednesday of the week of the regular Regents professional examinations in January and June.

4 Candidates eligible and taking the examination will be required to write shorthand from dictation at least one hour, at a speed varying from 150 to 200 words a minute and to transcribe such part of the dictation as the examiner in charge shall indicate; they will also be required to read such portion of the dictated matter as the examiner in charge directs; the material dictated will be extracts from regular court proceedings; candidates may furnish their own paper or notebooks and may write with either pen or pencil; they may transcribe their notes in long hand or upon the typewriter, or dictate them to a typewriter operator to be furnished by the applicant.

5 No candidate making 5 per cent material errors shall be entitled to a certificate; time occupied in transcription will be considered.

6 Recommendation for waiver of examination will be granted to all candidates holding position of official stenographer of the Supreme Court of the State of New York, or the Court of General Sessions of the city and county of New York; all other applicants for certificate under the waiver are required to furnish to the board of examiners evidence under oath of their reporting experience, from at least three persons, two of whom shall be certified shorthand reporters or official Supreme Court stenographers.

*Form of certificate of certified shorthand reporter or Supreme Court stenographers*

- 1 How long have you known the applicant?
- 2 Is he a person of good moral character?
- 3 How long to your knowledge has he been a shorthand reporter?
- 4 Have you been engaged with him in reporting conventions, law cases, commissions or other matter? If so, name one or more.
- 5 What do you know of the applicant's experience in shorthand reporting? State fully the character of the work.

STATE OF NEW YORK }  
COUNTY OF } ss.

being duly sworn, says that the foregoing certificate is true to deponent's knowledge.

Sworn to before me  
this       day of       19

WAIVER OF PRELIMINARY EDUCATION REQUIREMENT FOR ADMISSION  
OF F. G. COLLEY AS A CERTIFIED PUBLIC ACCOUNTANT

Article 8, chapter 20, section 81 of the general business law provides as follows:

The Regents of the University shall make rules for the examination of persons applying for certificates under this article, and may appoint a board of three examiners for the purpose, which board shall be composed of certified public accountants.

In accordance with this provision of law the Board of Regents have provided such rules in sections 431-35 of chapter XI. Section 435 reads as follows:

Examinations waived. In the discretion of the Board of Regents, examinations as to preliminary education may be waived, and in that particular applicants be deemed duly qualified for certificates, in cases of those whom the board of examiners shall unanimously certify to have possessed all required qualifications at the time of the passage of the act (the Laws of 1896, chapter 312) to regulate the profession of public accountants.

F. G. Colley of the firm of Haskins & Sells, 30 Broad street, New York City, having applied to the Board of Examiners for Certified Public Accountants for a waiver and having satisfied the board of his worthiness to receive such waiver, the following resolution was unanimously adopted by the board at a meeting held December 22, 1911:

Resolved to recommend that the Board of Regents waive the examination in this case concerning the preliminary education, Mr Colley being an accountant of exceptional ability and personally known to the president and Mr Fisher.

The case of Mr Colley seems to be a worthy one and I recommend that the Board of Regents take formal action waiving the preliminary education as permitted by section 435 of the Regents Revised Rules.

#### DUPLICATION BY STATE OF MONEYS EXPENDED FOR BOOKS AND APPARATUS

The State has long pursued a liberal policy in order to induce local school authorities to follow a broad-minded course as to the purchase of books and apparatus. The generosity of the State is often abused. Many times we have had occasion to amend the rules in order to stop new abuses as they were discovered. We have long known, however, of the fact that publishing houses or manufacturers, having discovered that the purchase price of certain materials would be duplicated by the State, have sent agents through the country who have misrepresented matters to local trustees and teachers. Sometimes they have represented that they were sent by the State Department to place their goods in the schools. Often they have canvassed for materials of little worth in ways that overreached the inexperienced people with whom they were dealing. The Depart-

ment has grappled with this evil as best it could, without finding ways for suppressing it; indeed, I think it grows rather than lessens, in spite of our utmost efforts. So serious has it been that I have actually contemplated the advisability of consenting to the discontinuance of the appropriation for a time, but have been deterred from this not only by the fact that it would wholly discontinue a beneficent policy for a time, but might very possibly result in our being unable to reestablish it. But something decisive must be done, and I have therefore determined to recommend the amendment of section 36 of the Regents Revised Rules so as to exclude apparatus sold at the schools or in the districts by agents receiving the advantage of the State paying half the cost. It seems to me that this course will be right when we remember that as to such materials the large part of the cost is likely to be in the expenses and commissions of the agent, and that honorable publishers and manufacturers have no difficulty about making their goods well known to all school officers and teachers who may be interested therein, and that in any event the State is entitled to protect itself so far as it can against the operations of unworthy solicitors and agents.

I therefore recommend that section 36 of the Regents Revised Rules be amended by adding thereto the following words: "or for charts, maps, globes, or other school apparatus sold to the schools through traveling agents or solicitors."

#### SCANDINAVIAN LANGUAGES

There are probably more than two hundred fifty thousand natives of the Scandinavian countries resident in this State, and they with their families and relatives, constitute an intelligent, energetic and well-organized factor of the State's population. They are continually seeking, as it is altogether commendable for them to do, to gain the advantages of the State's system of education for those of their people who are seeking entrance to the professions and who are proficient in their native languages. They are correct in thinking that scholarship in the Scandinavian tongues should have an equivalent recognition to that which has been accounted to scholarship in Spanish, Italian and Hebrew. Their languages are not taught in the schools, so far as I know, and so the matter does not enter into the school examinations. The point that they are after is that a knowledge of Norwegian,

Swedish, or Danish shall be given its proper value as the basis of the professional qualification certificates. I have had considerable correspondence and at length a full conference with a representative committee from New York City, as a result of which it was agreed that it would be satisfactory to them if we should hold an examination once a year in case there were twenty-five bona fide applicants for the same.

I therefore recommend the adoption of the following as an addition to section 326-c of the Regents Revised Rules:

**Scandinavian languages.** Examinations in Danish, Norwegian, and Swedish, covering two years of the language in each case, will be offered in June of each year, provided twenty-five (25) bona fide candidates for qualifying certificates shall make application for the examination in any one of these languages at least one month prior to the holding of the June examination.

#### PER CENT REQUIRED FOR VARIOUS EXAMINATION PAPERS

It appears that certain Department regulations regarding the per cent at which examination papers are accepted for various purposes have never been formally adopted by the Regents, and it is perhaps well that they should be. This action will not change the practice.

I therefore recommend that section 323 of the Regents Revised Rules be amended by adding subdivision *c* thereto as follows:

#### *c* Minimum passing mark

1 In all preliminary subjects, 75 per cent.

2 In all academic papers for credit toward an academic diploma, written by pupils who have given the required time to the study in recognized academic schools, 60 per cent.

3 In advanced bookkeeping and office practice, commercial arithmetic, commercial law, commercial geography, commercial English and correspondence, business writing, shorthand 2 and typewriting, when applied toward an academic diploma in commercial subjects, state commercial and state shorthand certificates, 75 per cent.

4 In all academic papers written by pupils who have given the required time to the study, but *not* in recognized academic schools, 75 per cent.

5 In all academic papers written by pupils in recognized academic schools who have *not* given the required time to the study, upon the principal's certification of exceptional training and ability, which must be attached to each paper so claimed, 80 per cent.

6 In all papers, wherever written, for which credit is claimed toward qualifying certificates in medicine, dentistry, pharmacy, law, optometry, veterinary science, nurse training and accountancy, 75 per cent.



REQUIREMENTS FOR A COLLEGE ENTRANCE DIPLOMA AND FOR A  
MUSIC DIPLOMA

The abolishing of Regents examinations in the first year of all foreign languages makes necessary an amendment to the Regents rule regarding the requirements for a college entrance diploma, chapter VIII, section 340, and to the Regents rule regarding the requirements for a music diploma, chapter VIII, section 341.

I therefore recommend that section 340 of chapter VIII of the Regents Revised Rules be amended by omitting the first sentence after the table of required subjects, which is as follows: "15 counts in Latin with 5 counts in a third foreign language may be accepted for 20 counts in Latin."

I also recommend that section 341 of chapter VIII be amended by striking out the last line but one: "Second foreign language (1 year) 5 counts" and by adding to the list "Electives, 5 counts."

## REVOCATION OF AUTHORITY FOR TEACHERS PERMANENT CERTIFICATES

At the June 1911 meeting of the Board of Regents, I recommended the adoption of a regulation which would authorize the issuance of a certificate to be known as the teachers permanent certificate. The reason for issuing such certificate was to enable school commissioners and high school principals who had rendered satisfactory supervisory work in the schools of the State to qualify for the office of district superintendent. The issuance of such certificate was intended to meet an emergency and enable teachers reasonably qualified to become eligible for the office of district superintendent which had to be filled in the ensuing August. The necessity for issuing such certificate no longer exists. A school commissioner or high school principal who desires to become a district superintendent will now have ample time to earn a life state certificate previous to the next general election of district superintendents. Such election will not occur for more than four years, and those desiring to become candidates for such positions and not holding certificates authorizing them to teach in the schools of the State without further examination, will have ample time to qualify by obtaining a life state certificate. I therefore recommend that section 227-a of the Regents Revised Rules be repealed.

IN THE MATTER OF THE REVOCATION OF PHARMACY LICENSE OF  
INTE I. LOURIE

At the meeting of the Board of Regents held December 7, 1911, as recorded on page 532 of the Journal, the pharmacy license of Inte I.

Lourie of Brooklyn was revoked and the registration of the same annulled.

Upon notice of this action by the Board of Regents, said Lourie, through his attorney, George A. Green of 44 Court street, Brooklyn, requested that the State Board of Pharmacy grant him a rehearing. Such rehearing was held after due notice and in accordance with the rules of judicial procedure at the rooms of the State Board of Pharmacy, 87 Howard street, Albany, N. Y., January 10, 1912, at 3 o'clock. After the hearing closed the State Board of Pharmacy went into executive session, and after due and careful consideration of the whole subject, passed by unanimous vote the following motion:

Inasmuch as Doctor Lourie has not presented sufficient evidence to show any cause why the former action of the board should be rescinded, the original revocation of the license should be sustained.

I bring this matter to your attention and file herewith the minutes of the proceedings had in the matter of the rehearing and the minutes of the proceedings of the board had in executive session.

I therefore recommend that this action of the State Board of Pharmacy be approved.

#### OUTSTANDING PROVISIONAL CHARTERS

At the suggestion of Regent Philbin I bring to your attention the fact that a considerable number of institutions provisionally chartered by the Regents have failed to comply, within the prescribed time limit, with the requirements for absolute charters. I transmit herewith a complete list of said institutions; also letters from the First Assistant Commissioner, the Chief of the Law Division, and the Chief of the Division of Educational Extension, bearing upon the matter.

#### REGISTRATION OF COLLEGES, PROFESSIONAL AND SECONDARY SCHOOLS

I recommend that the following colleges, professional and secondary schools be registered as meeting the approval of the Department:

#### § 402 *Baccalaureate and medical courses*

Name of institution	Location	President
Yale University.....	New Haven, Conn.....	Arthur T. Hadley

§ 403 *Approved colleges and universities conforming to the order of the Court of Appeals*

Name of institution	Location	President	Degrees registered
Cornell College.....	Mount Vernon, Iowa	James E. Harlan.....	B.A., B.S., B.S. in C.E.
The State Teachers College of Colorado.....	Greeley, Col.....	Z. X. Snyder.....	B.A. in Ed., M.Ped.
New York University (Washington Square collegiate division)	New York, N. Y....	Elmer Ellsworth Brown..	B.S. in Ped.
Mackenzie College.....	Sao Paulo, Brazil....	Horace M. Lane.....	B.S., B.L. B.S. in C.E.
College of St Thomas.....	St Paul, Minn.....	H. Moynihan.....	B.A.

§ 404 *General credentials*

Name of institution	Location	President	Degrees registered
Cornell College.....	Mount Vernon, Iowa.	James E. Harlan .....	B.S., B.A.
The State Teachers College of Colorado.....	Greeley, Col.....	Z. X. Snyder....	B.A. in Ed.
New York University (Washington Square collegiate division)	New York, N. Y. ...	Elmer Ellsworth Brown..	B.S. in Ped.
Mackenzie College.....	Sao Paulo, Brazil....	Horace M. Lane..	B.S., B.L. B.S. in C.E.

§ 407 *Approved schools of law*

Name of institution	Location	Dean
Harvard Law School (Harvard University) .....	Cambridge, Mass.....	Ezra Ripley Thayer
Saint Paul College of Law .....	St Paul, Minn.....	(Judge) G. L. Bunn
Law Department of the University of Notre Dame.....	Notre Dame, Ind.....	William Haynes
Yale University Law School....	New Haven, Conn.....	Henry Wade Rogers

§ 408b *Schools of education*

Name of institution	Location	President	Degree registered
College of New Rochelle.....	New Rochelle, N. Y.	Rev. M. C O. Farrell....	A.M., Ph.D.

§ 410 *Approved schools of dentistry*

Name of institution	Location	Dean
Baltimore College of Dental Surgery..... (The registration of this institution was rescinded June 22, 1911. It now meets the requirements.)	Baltimore, Md.....	M. W. Foster
St Louis Dental College (St Louis University).....	St Louis, Mo.....	J. P. Harper

§ 452 *Approved schools of nurse training*

Name of institution	Location	Superintendent
Fanny Allen Hospital, Hotel Dieu Training School for Nurses.....	Winooski, Vt.....	Sister Superior
St Vincent's Hospital of the Borough of Richmond.....	West New Brighton, N. Y.	Sister Clement Maria Carey

§ 388 *Approved secondary course*

Name of institution	Location
Heathcote Hall (for school year 1911-12).....	Harrison, N. Y.

## THE EDUCATION BUILDING

Work upon the Education Building goes slowly. It is now more than five months since the date to which the time for the completion of the building was extended by the Trustees of Public Buildings. It begins to appear manifest that the building will not be ready for very general occupancy before the summer, but I am led to think that the Board of Regents will hold its next meeting in its own room. The administrative offices are near completion, but the materials for finishing are delayed again and again beyond the time when they should have arrived. Conflicts between the architects and the contractors are of daily occurrence. Yet the work does advance, though slowly, and all the advances bring added satisfaction both as to the exterior and interior of the structure.

At the last meeting of the Board of Regents the matter of furnishing the building was much discussed. The taxpayer's action to enjoin the Commissioner of Education from letting contracts for furniture, which was pending at the time of the last meeting of the Board, was dismissed by the court on January 9th. In view of the complicated tenders that had been presented for supplying a considerable quantity of office furniture, I invited Regents Philbin and Shedden and State Architect Ware to examine thoroughly the same, to inspect the samples of furniture presented, and to report to me with what house and for what goods it was in the interests of the State to make contracts. This commission devoted considerable time and very assiduous attention to this duty and later presented the following report:

*Albany, New York, January 16, 1912*

*Hon. Andrew S. Draper*

*Commissioner of Education*

DEAR SIR:

In accordance with the request made by you, we have examined the proposals and inspected the samples submitted by the various firms for furniture and equipment for the new Education Building.

The proposals submitted by the different firms on the lists of furniture and equipment were carefully considered. It was found that there were ten proposals on List no. 1 which covered the required desks; eleven proposals on List no. 2 which included all chairs; six on List no. 3, cases; five on List no. 4, vertical file units; six on List no. 5, horizontal file units; four on List no. 6, shelving; eight on List no. 7, tables; five on List no. 8, museum cases; and two on the supplemental list covering steel stacks and cases for the Examinations Division.

The samples of the various types of furniture required in the respective lists which had been submitted by the bidders and placed in the rooms and corridors at the State Normal College were carefully inspected and examined together with the specifications accompanying the same. The respective merits of metal and wood furniture were also fully considered.

On Tuesday, January 9th, we met at the office of State Architect Ware and visited the new Education Building. The quarters to be occupied by the various divisions, the State Library and the State Museum, were inspected, mainly with the view of noting any special conditions which might have an important bearing on the furniture and equipment which would be placed therein.

After completing the inspection of the building we met at the State Normal College and continued our consideration of the proposals on the various lists of furniture.

Mr James I Wyer, Jr, director of the Library, appeared before us and gave at considerable length the reasons to support his contention that in certain rooms to be occupied by the State Library metal furniture would be by no means satisfactory. He supported the general proposition that all desks and chairs should be of wood. It was also his firm conviction that the catalog cases in room 229 should be of wood. His statements are summarized in the following communication:

*22 December 1911*

*Regent Eugene A. Philbin*

*Chairman of the Special Commission on Furniture*  
*New York City*

MY DEAR SIR:

At the request of your commission, I submit a brief summary of my statements regarding metal furniture. The only argument in favor of it that we know is its slow combustion during the in-

cient stages of a fire. In other words it is harder to start a fire in a room furnished in metal than in one furnished in wood.

My objections to it are as follows:

1 Such opportunity as the Capitol fire gave us for comparing the relative resisting qualities of wood and metal in a hot fire led to the conclusion that wherever water can get to the furniture at all the records, books, papers etc. in wood cases and cabinets are better preserved than those in metal. Wherever the heat is sufficient totally to destroy the wood furniture with all its contents, not only metal furniture, but its contents as well, suffer equally. They may not be totally destroyed, but they are so melted, warped and charred, as to be past use.

2 Metal desks, tables and filing cases are dirty. There is oil or some thick lubricant used in them which comes out, particularly in hot weather, but to a certain extent in all weathers: an overheated room in winter will make it as bad as the hottest day in summer. Sleeves, skirts and hands, must be constantly protected against this sticky oil. In catalog cases the bottoms of the cards suffer from it.

3 Metal furniture is harder than wood, as any one will testify who brings an elbow or knee in contact with it. This sounds like a small matter but it is really a considerable factor in personal comfort for a large staff.

4 Metal filing cases and desks are noisier than wood, particularly when loaded. Opening and shutting of the drawers bring on a clatter and a rattle.

5 Owing to the greater susceptibility to extremes of heat and cold and resultant contraction and expansion, metal furniture is less true and plumb than wood. With the varying seasons the drawers stick or, on the other hand, become too loose and rattle. Metal furniture, too, seems more affected by an irregular floor.

6 Metal furniture is more difficult to repair than wood. A carpenter in five minutes can ease the binding of an ordinary desk drawer, but with metal furniture it takes a special workman or a wholly new part.

7 Our experience of eight months seems to make it clear that metal desks are unhealthful because of their permanent chilliness. Testimony comes to us that they induce rheumatism. Some of our staff on the approach of cold weather regularly wear outdoor wraps, especially on cold days. Any one who sits at a metal desk is apt to be slowly but pretty thoroughly chilled, and the same desk will chill hands and arms as they rest upon it. A few minutes' ventilation, too, by open windows, leaves metal furniture like ice.

The above objections apply to tables, chairs, desks, vertical filing cases and catalog filing cases. They are not meant to apply as an objection to metal bookcases or wall shelving.

I have said nothing about the aesthetic objection to metal furniture, to its rather forbidding and unattractive appearance as fur-

niture in beautiful rooms, for library work. An argument of considerable weight could be developed along this line.

Very truly yours

[Signed] J. I. WYER, JR

Dr John M. Clarke, director of the Museum, appeared before the commission in connection with the discussion of the merits of the various proposals submitted on List 8, covering museum cases.

After full discussion by us of the various points brought out, we reached the following conclusions:

*First:* That all open shelving, except in the main reading room and the reference library rooms, should be of metal; but that all desks, chairs and tables should be of wood.

*Second:* That all cases for supplies, photographs or blueprints and all general storage cases or large equipment of filing units should be of metal.

Small bookcases or individual vertical files in private offices, the card catalog cases in room 229, and the seventy-two small individual bookcases for the use of the Library School, should be of wood. The card catalog cases in room 142, however, should be of metal if practicable in the opinion of the Commissioner of Education.

*Third:* That inasmuch as it appears that the proposal of the Derby Desk Company for the items on Lists 1, 2 and 7 for desks, chairs and tables is the lowest bid on these lists, taking into consideration the character, quality, style and finish of all the samples submitted, it is recommended to the Commissioner of Education that the contract for desks, chairs and tables be awarded to the Derby Desk Company, all in quartered oak except that the equipment for the Commissioner's rooms be in mahogany.

*Fourth:* That the contract for the metal portion of the articles called for in Lists 3, 4 and 5 as determined by the conclusions set forth in the foregoing paragraphs *First* and *Second* should be awarded to the General Fireproofing Company, it appearing from an examination of the samples, bids and specifications submitted, that the bid of this company is the most advantageous to the State.

*Fifth:* That the contract for the portion of said articles included by us as above stated within the wood class should be awarded to the Yawman & Erbe Manufacturing Company, it appearing from an examination of the samples, bids and specifications submitted, that the bid of this company is the most advantageous to the State.

*Sixth:* That it is recommended that the contract be awarded to the General Fireproofing Company as the lowest bidder on steel construction for the articles called for in List 6.

*Seventh:* That the glass of the museum cases should be inclosed in metal frames and that wherever practicable suitable arrangements should be made that the floors of the cases be removable: that the bases of the cases should be of mahogany and that wher-

ever possible the subbases be of marble to match the marble in the room.

*Eighth:* That the proposal of the Library Bureau is the most advantageous to the State, and it is therefore recommended that the contract for the museum cases be awarded to the Library Bureau.

*Ninth:* That we would further recommend to the Commissioner of Education that he notify the architects regarding the finish of the museum cases in order that the finish of the room and the finish of the museum cases may be in harmony.

*Tenth:* That inasmuch as it has occurred to us that a possible saving might be made by making a direct contract with the manufacturer for the plate glass to be used in the museum cases, it is recommended to the Commissioner of Education that that aspect of the matter be considered.

*Eleventh:* That it is recommended that the contract for the supplemental list of steel equipment for the Examinations Division be awarded to the General Fireproofing Company, it appearing from an examination of the samples, bids and specifications submitted that the bid of this company is the most advantageous to the State.

In reaching an opinion as to the awarding of the various contracts we have been guided by the style, finish and material of the samples submitted, or by a consideration of the drawings and specifications furnished, as well as the prices that have been specified.

We have also thought it desirable that wherever possible the contract should be awarded to one dealer for all articles of the same general class, wherever the prices given would be the lowest average rate.

Our advice in relation to the awarding of the proposed contracts is based upon the information obtained by us regarding the latter, and it may very well be that a further inquiry by you, bringing forth additional information, may develop that the best interests of the State would call for the adoption of a course other than that herein recommended.

In passing upon the estimates submitted we have constantly borne in mind the requirements of the Education Building, with a view of suggesting the elimination of such items as did not seem to be absolutely necessary to a proper equipment of the building. We think that all the articles as to which bids were invited are really necessary for the proper furnishing of the building, and although there may not be immediate necessity for a small proportion of them, it would seem desirable and more economical if the State purchase such articles at the present time, because no doubt better terms would be obtained under such circumstances.

We do not understand that we were called upon to advise you as to the relation of the amount available to the cost of the items of equipment necessary. but, as already indicated, have confined ourselves to a consideration of the estimates submitted, and incidentally the needs of the building.



We trust that the information herein contained will be of service to you in determining the very important questions submitted for your determination.

Yours very truly  
EUGENE A. PHILBIN  
FRANKLIN B. WARE  
*State Architect*

This report was fully concurred in by the late Regent Shedden, but in form it did not reach him in time for his signature.

The recommendations of this report have been carried out except as to the cases for the State Museum. It appearing that many changes were desirable in reference to the character and manner of construction, and perhaps to the number of these cases, and it also appearing that it was not practicable to judge by samples, as could be done in the case of the office furnishings, and some question having been raised about the legality, or the propriety, of letting the contract for these museum cases to the Library Bureau, as recommended by the commission (because certain employees of the Department owned stock in said company), and the cost being very large — perhaps reaching \$100,000 or more — I determined to arrange for architects' plans and specifications and another competition in reference to this line of furnishing. The State Architect is now preparing such specifications, and the manufacturers have been advised that there will be another competition.

The above reference to the stock in the Library Bureau owned by certain employees of the Department relates to the ownership of fifty shares by four subordinate employees and perhaps to the ownership of thirty-five shares by members of their families, or of eighty-five shares at the outside, in a corporation whose capital stock consists of 30,000 shares of the value of \$100 each. The parties who own these shares are long-time employees, of the highest personal character, who have neither had anything whatever to do with the furnishing of the Education Building nor any knowledge which could be of advantage to any competitors therefor, nor would have given any information had they possessed it. But the fact has been seized upon by the competitors of the Library Bureau and magnified many times beyond its real importance. Out of this fact grows the question as to whether the Library Bureau should be permitted to participate in the new competition, but it seems likely to be avoided by the employees referred to divesting themselves of all financial interest in the corporation.

The designs and specifications for the special furniture in the rotunda and the reading rooms are practically ready for the use of the manufacturers who will bid upon them.

The bill appropriating \$500,000 for the new Library and \$200,000 for furnishing the Education Building has passed the Assembly.

I am glad to be able to inform the Board that the Trustees of Public Buildings have entered into an agreement with Mr Will H. Low, a well-known artist, for mural paintings in the rotunda and upon the stairways leading thereto. Mr Low is essentially an Albanian, having been born here and having lived here a good part of his life. He is an artist of high accomplishments and wide repute. I have been exceedingly interested to have this work provided for, and, having confidence in the artist and knowledge of his peculiar interest in this notable building in his native State, I have advised the arrangement which the Trustees of Public Buildings have made with him. He has already begun to work at his scheme, and it is the understanding that we shall cordially cooperate with him in every way. He is to have three years' time in which to complete his work and is to receive \$30,000 therefor, which will be provided for in the appropriation for the construction of the building.

#### DEDICATION OF THE EDUCATION BUILDING

As considerable time will be required to complete the arrangements for suitably dedicating the Education Building, it seems desirable that we at once begin our preparations therefor. As the building is not only monumental and architecturally beautiful, but also is the first building to be erected by any American state for the exclusive use of its educational activities, it seems highly proper that its dedication shall be made a notable educational event in the country. To do this it is necessary that the date be set a long time in advance. By conference with the Governor and by correspondence with members of this Board and others, it has been agreed that October 15-16-17, 1912, will be acceptable, and notice that these dates will be claimed for this purpose is now being sent to all the leading educational officials and to the leading universities, colleges, libraries and museums in this and other countries. The work upon the building lags more than I wish it did, but I have been assured in writing, by both the architects and the builders, that they fully expect to be out of the building by midsummer and that there will be no doubt about it being ready for dedication at the time agreed upon.

The nature of the exercises in connection with the dedication

ought to be speedily determined by the Board, to the end that invitations may be issued to distinguished personages whom we shall be anxious to have participate in the exercises, and that all of the details may have thorough attention. If I may make a tentative suggestion as to the nature of the exercises, I should say that they should occupy three full days and take the place of the annual University Convocation. One session each day might well be given over to a distinct educational interest or to a class of people who are particularly associated with one grade of educational work; for example, one session might be given to the public school system, another to college universities, another to libraries, and still another to scientific work. Of course a culminating session would comprise the dedicatory exercises proper. Every effort should be made to secure the attendance of the public officials of the State. The presence of the living ex-governors would of itself make this session a notable event. All of the addresses should be by people of such eminence and fitness as to at once assure the high character of the exercises and leave no doubt of their giving a permanent uplift to the educational interests of the State. The addresses should not be limited by any means to speakers resident in this State, but the most eminent educationists and publicists of the country, and possibly to some extent of other countries, should be secured.

A beautiful souvenir representing different phases of the work of the Education Department, and a complete and handsome report of all the exercises associated with the dedication of the Education Building, should be arranged for.

The social interests of such an eminent occasion should not be overlooked, and provision should be made for at least one great social gathering and for all possible courtesies to distinguished guests. I have applied to the legislative committees for an appropriation of \$5000 with which to meet the expenses incident to such an affair, and have also talked with the Governor about that, and am encouraged to believe that proper expenses will be provided for.

I therefore recommend that the Board of Regents initiate such plans and arrangements as it thinks proper for carrying out such an unparalleled event upon a plane and in a form which will be worthy of the State and will suitably express its concern and its generosity about all phases of public education.

#### ACTION BY THE REGENTS

The Regents unanimously took the following action upon the recommendations of the Commissioner of Education:

*First:*

On motion of Regent Sexton,

*Voted*, That the appointments, promotions and transfers be approved as reported.

*Second:*

On motion of Regent Lord,

*Voted*, That the action of the Board of Regents taken December 21, 1907, establishing reciprocal medical relations between New York and Vermont be and hereby is rescinded.

*Third:*

On motion of Regent Carpenter,

*Voted*, That the rules governing dental licenses adopted by the State Board of Dental Examiners be approved.

*Fourth:*

On motion of Regent Elkus,

*Voted*, That the rules adopted by the State Board of Examiners for Certified Shorthand Reporters in January last, governing the examination and licensing of certified shorthand reporters, be referred to the committee on examinations with the request that a report be made at the next meeting of the Regents.

*Fifth:*

On motion of Regent Lord,

*Voted*, That upon the unanimous recommendation of the State Board of Examiners of Certified Public Accountants, waiver is hereby granted to F. G. Colley of New York City in the matter of preliminary education requirement for a certificate as certified public accountant.

*Sixth:*

On motion of Regent Philbin,

*Voted*, That section 36 of the Regents Revised Rules be amended by changing the period at the end of the last sentence to a comma and adding the words "or for charts, maps, globes, or other school apparatus sold to the schools through traveling agents or solicitors."

*Seventh:*

On motion of Regent Elkus,

*Voted*, That section 326-c of the Regents Revised Rules be amended by adding the following paragraph:

**Scandinavian languages.** Examinations in Danish, Norwegian, and Swedish, covering two years of the language in each case, will be offered in June of each year, provided twenty-five (25) bona fide candidates for qualifying certificates shall make application for the examination in any one of these languages at least one month prior to the holding of the June examination.

*Eighth:*

On motion of Regent Philbin,

*Voted,* That section 323 of the Regents Revised Rules be amended by adding subdivision *c* covering the per cent required as a minimum passing mark for various examination papers, as recommended.

*Ninth:*

On motion of Regent Elkus,

*Voted,* That section 340 of the Regents Revised Rules in relation to requirements for a college entrance diploma be amended, as recommended.

*Tenth:*

On motion of Regent Philbin,

*Voted,* That section 341 of the Regents Revised Rules in relation to requirements for a music diploma be amended, as recommended.

*Eleventh:*

On motion of Regent Nottingham,

*Voted,* That section 227-a of the Regents Revised Rules relating to the teachers permanent certificate be repealed, as recommended.

*Twelfth:*

On motion of Regent Nottingham,

*Voted,* That the action of the State Board of Pharmacy in re-affirming, upon a rehearing, its previous action in the matter of the revocation of the pharmacy license of Inte I. Lourie of Brooklyn, be and hereby is approved.

*Thirteenth:*

On motion of Regent Philbin,

*Voted,* That the Commissioner of Education be requested to communicate with those institutions which have been granted provisional charters but which have failed to comply, within the time limit, with the provisions specified for absolute charters, and request

said institutions to state when they expect to be able to comply with such provisions.

*Fourteenth:*

On motion of Regent Sexton,

*Voted*, That the institutions named in the list of colleges, professional and secondary schools, submitted by the Commissioner of Education, be registered as maintaining required, approved and proper standards.

*Fifteenth:*

On motion of Regent Philbin,

*Voted*, That section 4 of the Regents Revised Rules be amended by transposing subdivisions *d* and *e*, so that in the future in the order of business the reports of committees shall precede the communication from the Commissioner of Education.

*Sixteenth:*

On motion of Regent Philbin,

*Voted*, That the Board of Regents requests the Commissioner of Education to convey to the Hon. Franklin B. Ware, State Architect, its deep appreciation of his services in relation to a determination of the awarding of the contracts for the equipment of the Education Building, and of his kindly and efficient cooperation with Regents Shedden and Philbin in that respect.

*Seventeenth:*

On motion of Regent Nottingham,

*Voted*, That a committee of three Regents, with the Commissioner of Education as chairman and the Vice Chancellor as ex officio member, be appointed to report at the next meeting of the Board on a plan for carrying out the suggestions of the Commissioner of Education as to the dedication of the Education Building.

The Vice Chancellor appointed Regents Sexton, Philbin, and Nottingham as member of this committee.

*Eighteenth:*

On motion of Regent Sexton, it was unanimously

*Voted*, That the Commissioner of Education be requested to make the special dedicatory address on the occasion of the opening of the Education Building.

Responding to this action of the Board, the Commissioner of Education said:

*Mr Chancellor:*

I thank you most heartily for the honor of this invitation. It would not have been strange if you had been disposed to invite one of greater eminence in American education, but there is some reason in the view that we should ourselves interpret the meaning and purpose of this great building concerning the educational future of the Empire State. We are to ask the Governor of the State and the former Governors who are living, and the public officials and legislators and judges of the State, and the leading educational officers and representatives of the universities, libraries and museums of this and other countries to join with the educational forces of this State in making three days in October the largest three days in the history of New York education, but you will look to me to express in a dedicatory address the best thought, the noblest aspirations, of the people of the State concerning the uses of this building in furthering the intellectual interests of all the people who have provided it. No invitation to make an address which has heretofore come to me was so freighted with responsibility and so filled with honor. I thank you for your confidence. I will accept the responsibility and meet it as completely as I can.

#### REPORT OF THE CHARTER COMMITTEE

Regent Sexton as chairman of the charter committee presented its report and recommendations, upon which the following action was taken:

##### PROVISIONAL CHARTERS GRANTED

**Tappan Free Circulating Library.** *Voted,* That a provisional charter be granted incorporating Joseph C. Maines, Charles W. O'Dowd, Rogers D. Small, Henry C. Beckwith and Aaron Hill and their associates and successors as a free public library under the corporate name of Tappan Free Circulating Library, to be located at Tappan, Rockland county, N. Y., with five trustees to be at first the persons named as incorporators to hold in the order of their naming for, respectively, five, four, three, two and one years, and their successors to hold for terms of five years to be elected one year each by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of

property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Williamson Public Library.** *Voted*, That a provisional charter be granted incorporating William H. Williams, Howard V. Pearsall, Alice E. Williams, Elizabeth C. Pearsall, Nellie E. Hoagland, Louise S. De Zutter and Annie R. Cheetham and their associates and successors as a free public library under the corporate name of Williamson Public Library, to be located at Williamson, Wayne county, N. Y., with seven trustees to be at first the persons named as incorporators to hold, in order of their naming, two for three years, two for two years and three for one year, and their successors to hold for terms of three years to be elected, two or three, as terms expire, each year, by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Hebrew School of Kingston, N. Y.** *Voted*, That a provisional charter be granted incorporating Sigmund Werbelovsky, Julius Jacobson, Max Sherman, David Lehner, Max Greenwald, Hyman Leventhal, Abram M. Safran, Joseph Abrahams and Abram Adin and their associates and successors as an institution for the instruction of Hebrew children in the Hebrew language and literature including the study of the Talmud and other sacred writings, and also including instruction in the Hebrew religion and the ceremonies, usages and observances connected therewith and commonly taught in Hebrew schools, under the corporate name of Hebrew School of Kingston, N. Y., to be located at that place, the above named incorporators to be its first trustees to hold until their successors shall be chosen by the corporation, whose membership may be increased or decreased in such manner and upon such terms as shall be provided for by general rules of its trustees, who may fix, from time to time, by unanimous vote of their full board, their terms of office and their number, which shall not be more than twenty-five nor less than five; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered pur-



poses, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution and work of public usefulness and educational character satisfactory to them.

**The Modern Hebrew School of the City of Utica.** *Voted,* That a provisional charter be granted incorporating Bertha Krohngold, Ray Ball, Hattie Smith, Louis Abelson and Israel I. Herman and their associates and successors as an institution for the education of the Jewish children in the Hebrew language and literature, Jewish history and all that pertains to a modern Jewish education and the inspiration in the youth of the ideals of Judaism, under the corporate name of The Modern Hebrew School of the City of Utica, to be located at Utica, N. Y., with three trustees to be at first the three persons first named as incorporators to hold until their successors shall be chosen by the corporation, whose membership may be increased or decreased in such manner and upon such terms as shall be provided for by general rules of its trustees, who may fix, from time to time, by unanimous vote of their full board, their terms of office and their number, which shall not be more than twenty-five nor less than three; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution and work of public usefulness and educational character satisfactory to them.

**Rhodes Preparatory School.** *Voted,* That a provisional charter be granted incorporating Leo Freedman, B. H. Arnold Rosenthal, Samuel Freedman and Abraham Hipshman and their associates and successors as an academic preparatory school, under the corporate name of Rhodes Preparatory School, to be located in the city of New York, with four trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$3000, of which such proportion may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional

charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**The McDowell Dressmaking and Millinery School.** *Voted,* That a provisional charter be granted incorporating Mary J. Lynn, Elizabeth G. Maxfield and William C. Daly and their associates and successors as a school for the teaching of dressmaking and millinery under the corporate name of The McDowell Dressmaking and Millinery School, to be located in the borough of Manhattan, in the city, county and State of New York, with three trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$2500 to be all common stock, which may be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Kupke's Automobile School.** *Voted,* That a provisional charter be granted incorporating Theodore Kupke, Eugenie C. Kupke, Willard W. McCune, Robert E. Male and Ulysses G. Stockwell and their associates and successors as a school for giving instruction in driving, operating and repairing motor vehicles and motor boats and engines and machinery used in connection therewith, under the corporate name of Kupke's Automobile School, to be located in Albany, N. Y., with five trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$2000 of which such proportion may be common and preferred stock and be issued in such denominations, and upon such terms as the trustees shall de-

termine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

#### PROVISIONAL CHARTERS REPLACED BY ABSOLUTE CHARTERS

*Voted*, That the following institutions, having sufficiently met the conditions required therefor, be granted absolute charters to replace their provisional charters:

Valley Falls Free Library, incorporated October 25, 1906, and Kings County Business School, incorporated December 7, 1911.

#### AMENDMENTS OF CHARTERS

**Rhinecliff Memorial Library.** The required statutory notices and hearing having been given, as directed by the Regents at their meeting of December 7, 1911, and no objection having been made to the proposed amendment, upon recommendation of the charter committee it was

*Voted*, That the charter of Rhinecliff Memorial Library be amended, as requested by its trustees, by inserting therein, to follow the words "as a free public library," the words "with power to carry on kindred agencies of civic uplift."

**Woman's Institute of Yonkers.** The required statutory notices and hearing having been given, as directed by the Regents at their meeting of December 7, 1911, and no objection having been made to the proposed amendment, upon recommendation of the charter committee it was

*Voted*, That the charter of Woman's Institute of Yonkers be amended, as requested by its trustees, by increasing the number of its authorized trustees from eleven to fifteen.

**Society of Beaux Arts Architects.** *Voted*, That upon the unanimous request of the directors of The Beaux Arts Society of Architects, voted at their meeting of December 29, 1911, at which every director was present, the charter of the said society, which was incorporated by filing a certificate in the office of the Secretary of State on or about January 19, 1894, be amended by changing its corporate name to that of Society of Beaux Arts Archi-

jects, and also by adding to the declaration in the society's charter of its purposes, and to its corporate powers, the following:

The Academy of Architecture, which the society is authorized to found, shall mean and be a school for instruction in architecture and design, in connection with which competitive prize, or other, exhibitions of skill and attainments in such arts may be given, from time to time, with power, in the directors of the society, in their discretion, to permit others than its students to participate in such exhibitions.

And, in addition to and without in any way lessening its existing powers, the society and its directors shall have, so far as applicable, the powers now and hereafter conferred by the Education Law upon institutions and their trustees incorporated thereunder.

**Ferguson-Syms School.** *Voted*, That upon the unanimous request of its trustees, voted at their meeting of September 29, 1911, at which all of the trustees were present, the charter of the Ferguson-Triplett School, which was provisionally incorporated by the Regents on March 31, 1910, be amended by changing the name of the corporation to that of Ferguson-Syms School.

**Merchants and Bankers Business School.** *Voted*, That upon the unanimous request of its trustees, voted at their meeting of December 20, 1911, at which all of the trustees were present, the charter of the Merchants and Bankers Business School of New York, which was provisionally incorporated by the Regents on April 19, 1911, be amended by striking out the last three words of its corporate name, leaving it simply Merchants and Bankers Business School, and by reducing the authorized number of trustees of the corporation from five to three — such reduction to be accomplished by not filling the two existing vacancies in such office.

**Chown School of Business.** *Voted*, That upon the unanimous request of its trustees, voted at their meeting of February 16, 1912, at which all the trustees were present, the charter of the Boyd Shorthand School of Buffalo, which was provisionally incorporated by the Regents on December 7, 1911, be amended by changing its corporate name to that of Chown School of Business.

**The University of Nanking.** A majority of the trustees of The University of Nanking, which was incorporated by the Regents on April 19, 1911, having in accordance with their vote at their meeting of January 27, 1912, applied to the Regents for the

amendment of the first paragraph of their charter so that it shall read as follows:

*This instrument witnesseth:* That the Regents of the University of the State of New York have granted this charter incorporating Ralph E. Diffendorfer, Eben B. Cobb, Stephen J. Corey, F. Watson Hannan, Louis H. Severance, Archibald McLean, Frank A. Horne, Robert E. Speer and Joab H. Banton and their associates and successors, under the corporate name of The University of Nanking, to be located in the city of Nanking, in the Province of Kiangsu, in the Empire of China, with nine trustees to be at first the persons named as incorporators to hold in the order of their naming, the first three for the year 1911, the second three for the year 1912, and the last three for the year 1913, and their successors to hold for terms of three years, to be chosen three each year — one by the Board of Foreign Missions of the Methodist Episcopal Church, one by the Foreign Christian Missionary Society, and one by the Board of Foreign Missions of the Presbyterian Church in the U. S. A.

Upon recommendation of the charter committee, it was

*Voted,* That the Commissioner of Education be authorized and requested to mail to the usual address of every trustee of the said university, at least 30 days prior to the next meeting of this Board, a notice that at such meeting a hearing will be given at which will be considered any objections to the proposed amending of the charter of the said university; and that the notices for the next meeting of the Regents shall specify that action is then to be taken on such amending.

#### DISSOLUTION OF CORPORATION

**Bureau of Missions.** Further information having been received since the last meeting of the Board of Regents, showing that the Bureau of Missions has not, as was then supposed, so far discontinued its operations as to justify the revocation of its charter, it was

*Voted,* That the pending proceeding for the revocation of the charter of the Bureau of Missions be discontinued.

#### TRUSTEES APPOINTED TO FILL VACANCIES

**The trustees of Kingston Academy.** It appearing that there are no living trustees of the institution incorporated by the Regents February 3, 1795, under the corporate name of The Trustees of Kingston Academy,

Upon recommendation of the charter committee, it was

*Voted*, That, to fill vacancies in the board of trustees of The Trustees of Kingston Academy, the Regents hereby appoint, to be trustees of such corporation, Severyn B. Sharpe, Charles F. Cantine, Everett Fowler, John J. Linson, Howard Chipp, Alphonso T. Clearwater, Frederick J. F. Clarke, Charles Tappen, Gilbert D. B. Hasbrouck, Joseph M. Fowler, John E. Kraft, Zadoc P. Boice, Daniel B. Deyo, V. B. Van Wagonen, James K. Loughran, David Burgevin, Rodney B. Osterhoudt and Frederick E. W. Darrow.

#### ACADEMY ADMITTED

*Voted*, That The Scudder School, unincorporated, located at 59 West 96th street, New York City, be admitted to the University as a school of academic grade.

#### SPECIAL GRANTS TO LIBRARIES

*Voted*, That a grant of \$100 be made to the Williamson Public Library, and a grant of \$50 to each, the Tappan Free Circulating Library and the Wedgewood Free Library, if an equal amount be otherwise provided in each case before July 1, 1912, and the purpose for which the money will be used be approved by the Commissioner of Education.

#### TRANSFER OF LIBRARY PROPERTY

**Marlboro Free Library.** *Voted*, That the transfer of 121 books by the board of education of union free school district no. 3, of the town of Marlboro, of the county of Ulster, by their vote of November 3, 1911, to Marlboro Free Library, be approved by this Board of Regents of the University, and that a certificate of such approval be executed in our behalf under our seal and attested by the official signatures of the Chancellor, or Vice Chancellor, and of the Commissioner of Education, and be transmitted to the said board of education of the said school district.

#### REPORT OF THE FINANCE COMMITTEE

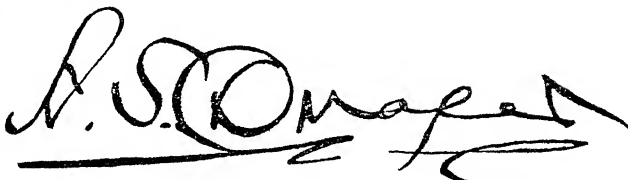
Regent Carpenter for the finance committee presented the usual statement from the National Commercial Bank, showing the amount on deposit to the credit of the New York State Education Department at the close of business on February 21, 1912, to be \$20,423.64 and also the usual certificate of a representative of the

Comptroller's office relating to the books, accounts and deposits of the Department up to and including February 21, 1912, which were accepted and ordered filed.

Thereupon, on motion, the Board adjourned.

The foregoing  
minutes of the  
meeting of the  
Board of Regents,  
held February 22,  
1912, were duly  
approved and con-  
firmed at a meet-  
ing of said Board  
held May 2, 1912.

Attest



*Commissioner of Education*

**MEETING HELD AT THE EDUCATION DEPARTMENT IN THE  
STATE NORMAL COLLEGE, ALBANY, MAY 2, 1912**

The Board of Regents of the University of the State of New York met at the Education Department in the State Normal College, Albany, at 10 a. m., May 2, 1912, pursuant to a call duly sent to each Regent as provided by law.

The meeting was called to order by Vice Chancellor McKelway.

The following Regents were present: Vice Chancellor McKelway, Pliny T. Sexton, Albert Vander Veer, Eugene A. Philbin, Abram I. Elkus, Lucius N. Littauer and Adelbert Moot. The Commissioner of Education was also present.

The Commissioner of Education presented excuses for absence from Regents Beach, Nottingham, Carpenter and Lord, which were voted satisfactory.

**APPROVAL OF THE MINUTES OF THE LAST MEETING**

The minutes of the meeting of February 22, 1912, were duly approved.

**SECTION 64 SUSPENDED**

On motion of Regent Sexton it was unanimously

*Voted*, That section 64 of the Regents Revised Rules be suspended during the session, in so far as it may affect any unanimous action of the Board.

## IN MEMORY OF REGENT T. GUILFORD SMITH

## ANNOUNCEMENT BY VICE CHANCELLOR MCKELWAY

It is my sad duty to announce to the Board the death of Regent T. Guilford Smith, who passed from this life on the evening of February 21st last. At the session of the Board here held, on the day following, we were not aware of his decease. No official notice could then be taken of it. This is the first meeting since then. I am sure that I express the sense of loss of the Board in the departure of our friend, and the sense of the sympathy of the Board with his family and with the interests and fellowships with which he was connected so long and so well in his Buffalo career. I shall trust to the other members of the Board such a statement of their appreciation of his career and character as should be entered in our minutes. I now await the further pleasure of the Board on this subject.

## REMARKS BY REGENT SEXTON

*Mr Chancellor:*

Your words speak our united saddened thoughts. We have all been unhappily conscious of the absence from our gathering—and from earth—of our longtime cherished friend and associate, Regent T. Guilford Smith.

As you have mentioned, even while at our last meeting we were mourning the loss of and paying affectionate tributes to another departed brother, Judge Shedden, the angel of death had also—mercifully to us, then unknown—borne Regent Smith to the life beyond the grave. During all my experience of nearly a quarter of a century as a Regent, no such duality of bereavements has before afflicted us.

Our departed brothers were both beloved by us all, but the loss of Regent Smith is an especially heavy blow to me. We entered this Board together, twenty-two years ago, and have been known as twin Regents. The term much suggests the intimacy of our relations during our continuance in the service to which we were thus simultaneously called. We learned its alphabet together, and have spent a large share of our matured lives in an exchanging of thoughts and sharing of official labors.

The kind of work we are called upon to do, as Regents, invites close cooperation and stimulates and brings into combined play the higher qualities of mind and nature—creating a welding companionship which, together with some measure of social com-



mingling, develops, beyond that common to service in ordinary organizations, a spirit of comradeship which makes final partings very painful. Interlocking duties and intertwining heart-strings especially characterize membership in this Board of Regents of the University of the State of New York.

I will not attempt here any particular comment upon the life of Regent Smith in his other associations. It is known to us that he has been a man of affairs, of large affairs; a moving, guiding spirit in the great constructive fields of business; and yet always finding time to help and lead in those movements which make for the moral uplifting and cultural advancement of his fellow men, and especially foremost was he in organizing, with devoted altruism, means for the relief of human distress.

But enumeration of his indicated accrediting activities may be more accurately and fittingly included in a written biographical sketch of our dear brother Regent, which I move, Mr Chancellor, that the Commissioner of Education be requested to have prepared and recorded in the journal of this meeting, together with a portrait of our friend, and that copies thereof, and of the tributes of the members of this Board to their lamented colleague, be sent by the Commissioner, in our joint behalf, with suitable expression of our very deep sympathy, to his bereaved wife and family.

#### REMARKS BY REGENT VANDER VEER

##### *Mr Chancellor:*

I wish to second Regent Sexton's motion concerning the preparation of a biographical sketch of our late colleague, Regent T. Guilford Smith, to be included in the journal of this meeting, and to express my feeling of deep sadness as I come to this meeting today.

When I said good-bye to Regent Shedden and Regent Smith at the close of the Board meeting last December, it was with the full expectation of greeting them here at this session. I was in the South at the time of the death of Regent Shedden and had scarcely recovered from the shock of that sad information when the distressing news came that Regent Smith had passed from this life.

You have already taken appropriate action with regard to Regent Shedden. I wish to add that he always inspired me with his feeling of affection and loving kindness toward us all in his consideration of the questions presented here from time to time. His very judicial manner of presenting his views gave one a feeling of confidence in him. He had my highest regard and esteem.

Regent Smith was a member of the Board when I was elected. I felt from the beginning that he comprehended his work well. In all the committee work to which he was assigned he gave most faithful service. He was a man of keen insight and positive in the expression of his views. I have always felt that he was one of our best Regents; one who gave his time willingly and worked earnestly in the interests of education. I had the pleasure more than once of meeting him in my home and in his own, and there I learned to appreciate his real good fellowship.

As I have said, the news of his death reached me while I was in the South. There were a number of people from Buffalo in the hotel, all of whom spoke of Regent Smith as a prominent citizen, a public-spirited man of force and earnestness, and with a keen desire to conserve all that pertained to the history and welfare of his city.

Words are of little avail in the effort to express our feelings at being separated from him in our sessions, and I can only repeat my indorsement of the expressions that have been given here this morning, which express my own deep sense of loss.

#### REMARKS BY REGENT PHILBIN

##### *Mr Chancellor:*

Regent Smith showed that unselfish spirit in the performance of a public duty which, I think I may say without undue official egotism, has always been characteristic of the Board of Regents. That spirit was particularly shown at the time of reorganization under the present so-called Unification Law. Regent Smith had been a member of the Board of Regents for about fifteen years prior to the time that law went into effect. It was a very radical change in the system of government and supervision of our educational institutions. It was the result of considerable friction that had existed between the Department of Public Instruction in trying to preserve what it deemed its prerogatives and its jurisdiction, and the Board of Regents actuated by the same motive. I believe that each of these organizations was influenced, not by any personal vanity or egotism but by a belief that the highest interests of the State could be best subserved if it were given absolute control of the State's educational interests.

I recall, as if it were only yesterday, when we had our first meeting under the new law; our first meeting with Commissioner Draper, who represented the former Department of Public Instruc-

tion. Both sides, I think, were not wholly uninfluenced by the feeling which I have described as having caused the friction under the dual system. It therefore required men of breadth, who realized that because the new law was general in its provisions and often ambiguous, there must be a liberalness of spirit; that all personal feeling must be eliminated, and that the statute should be construed in a way which would be compatible with dignity and the high purpose designed. It therefore required that these Regents who had for many years exercised exclusive jurisdiction over that part of the educational activities confided to them, should be liberal and not too jealous of their prerogatives. It was important that the new Commissioner of Education, the executive of the new body, should show a similar spirit. It is unnecessary for me to tell those who were present on the occasion of the reorganization, of the generous and tactful spirit shown by Doctor Draper. It would take no less than Doctor Draper to meet such a situation, to satisfy the Regents that their dignity would be maintained, and that it was not inconsistent with the maintenance of his own dignity as the executive of this Department. Regent Lauterbach and myself were the only two Regents who had not theretofore been members of the Board. We could therefore appreciate the tactful way in which the situation was met by both sides. Regent Smith was always most earnestly in favor of making any reasonable concession, putting aside all question of prerogative and meeting the Commissioner of Education upon a broad, liberal basis. For the eight years during which we have been operating under the Unification Act there has been no friction, and the Regents have found that Commissioner Draper is undoubtedly the ablest executive of any educational system. Regent Smith was always sincerely actuated by the spirit to which I have referred. It was to be expected, for he was one of our great philanthropists. The Charity Organization Society of Buffalo was first organized in this State under his auspices. I am sure that those residing in Buffalo can testify fully as to his philanthropy of which of course we know little, as he never referred to his efforts in the cause of charity.

The Board has suffered a great loss as it always will suffer when it loses one who was identified with the Board before the Unification Act went into effect and during the many years when the important duty of maintaining a proper standard in higher education devolved solely upon the Board of Regents.

## REMARKS BY REGENT MOOT

*Mr Chancellor:*

I knew Regent Smith during the whole course of my life in Buffalo, from the time I went there to reside in 1879 until the time of his death; not intimately as a neighbor or as a person whose house I visited, but as a citizen and a business man whom I met from time to time; as a juror in courts where a special or struck jury was to try an important case; or as a grand juror investigating some matter of public importance; or as a citizen discharging the duties of a citizen in some matter of local or great public interest; or as a citizen interested in State or national affairs; or as a citizen very much interested in the proper investigation and relief of those in want or those who were suffering.

About the time I went to Buffalo, the Charity Organization Society, as it was called, was organized in that city, and that organization, as I understand it, was the model from which afterwards the great Charity Organization Society of New York City was more or less modeled. Mr Smith was very active in the organization of this society; certainly one of the most active, if not the most active of all in its organization. He was then a busy man, very actively engaged in business in many ways, but he found time to attend the organization meetings, the meetings of its committees, and to do his full share of the work in raising the sometimes large sums of money necessary to meet want and suffering caused by panic or something of that sort. In due time, I think not at first but later, he became president of this society, and remained its president for many years; in fact until his duties in this body, and advancing years, and a certain lessening of physical vigor, made it impracticable for him longer to give that society the time and attention which he thought it ought to receive from its president, and when that time was reached the esteem of his services and value was such that he was made honorary president, and so remained until the day of his death, which was only a few short years.

I will not take the time of this Board to go into all the details of his various activities there, or do more than to say that I never heard from any human being the slightest criticism of Regent Smith because of anything he did or omitted to do that a man or a citizen might do or omit to do. I never heard him the subject of discussion as to any public or private commission or omission of anything required by any ethical or moral law. He was a very positive man; he had very definite ideas on most subjects on which

he had information or had done thinking, and he did not hesitate to take his position, at home or abroad. But I never knew him to take a position which was in any way offensive or anything more than positive and definite in his statement of his views. Therefore he had the respect of those who differed from him as well as of those who agreed with him. His wife I know only as I knew him, but I know from the speech of their neighbors of the close intimate sympathy and companionship between Regent Smith and his wife, and that he was very much wrapped up in his family and family relations, and that his affections were very deep and strong. He had a steadfast and loyal heart where anything involved his family, or his friends, or his business associates, or his party associates, or his official associates in acts of government. He either liked men and women or he had no particular use for them at all; at least that was his reputation among us. I think the class for whom he had no particular use was very small, but it was certainly very definite, and I doubt if we would have differed with him much about that class. On the other side, I never knew Regent Smith to have a close friendship with any one who was not entirely worthy of a close friendship. In our own city I think you will find the public universally subscribing to this sentiment, that when Regent Smith departed this life he left it without a stain or blemish upon his character, either as the head of a family, or as a member of the community, or as a man.

#### VOTE OF THE BOARD

The Vice Chancellor submitted to the Board the motion of Regent Sexton, as seconded by Regent Vander Veer, and it was unanimously adopted by a rising vote.

#### APPRECIATION BY THE COMMISSIONER OF EDUCATION

Thomas Guilford Smith was born in Philadelphia, August 27, 1839. His father was a merchant of considerable prominence in the Quaker City, and his ancestors were English and German Quakers of force and character. The first of his ancestry in this country was Ralph Smith, who settled at Hingham, Mass., in 1640. Mr Smith was a graduate of the Central High School of Philadelphia and was the salutatorian of his class in 1858. After leaving the high school he entered the Rensselaer Polytechnic Institute at Troy, N. Y., and was graduated with the degree of C. E. in 1861. From 1861 to 1865 he was associated with the engineering work of the Philadelphia and Reading Railroad. He became manager of

the Philadelphia Sugar Refinery in 1865 and remained in the management until 1869. Following this connection he was for several years consulting engineer to various railroad and mineral enterprises, and in 1872 visited England and the continent of Europe in connection with these enterprises. From a very early date in his life he was interested in educational and philanthropic activities. He was a delegate to the International Prison Congress in London in 1872. Upon his return to America he became secretary of the Union Iron Company of Buffalo. In 1878 he was made the western sales agent of the Philadelphia & Reading Coal & Iron Company. For more than twenty years before his death he was manager of sales for the Carnegie Steel Company, the nucleus of the United States Steel Corporation.

In 1890 Mr Smith was elected a Regent of the University of the State of New York. In 1899 Hobart College conferred upon him the honorary degree of LL.D., and in 1900 Alfred University conferred upon him the same degree. He was for some years president of the Buffalo Library, and during his term succeeded in having the library made free to the public, secured an annual appropriation of \$80,000 from the city of Buffalo, and established the children's department. By this time he was widely known in his city and State for his interest in and his knowledge in connection with the administration of educational and philanthropic activities. For several years he was president of the Buffalo Fine Arts Academy, and of the Buffalo Society of Natural Sciences, and of the Charity Organization Society of Buffalo. He was president of the Alumni Association of Rensselaer Polytechnic Institute, and was an honorary president of the Pioneer Society in the United States, and a director of the American Society of Civil Engineers. He was also a member of the American Economic Association; of the American Academy of Political and Social Science; of the American Institute of Mining Engineers; of the American Protective Tariff League; of the Alumni Association of the Philadelphia Central High School; of the Franklin Institute of Philadelphia; of the Historical Society of Pennsylvania; of the Buffalo Historical Society; of the New York State Historical Society of Colonial Wars; of the Pilgrim Society; of the Sons of the Revolution; and of the Military Order of the Loyal Legion. He was chairman of the committee of fine arts of the Pan-American Exposition in 1901. He compiled the genealogies of forty-five allied families from whom he was descended and presented the same in manuscript form to the New York State Library.

It was not necessary to say more in order to indicate the trend,

culture and varied activities of our departed colleague, and yet this recapitulation of the many organizations which he helped to promote by no means expresses completely the kind of man he was. Of course we knew him mainly through association in the Board of Regents, and our estimate of his attributes derived from that association. But we must put his activities in innumerable other bodies in association with our knowledge of his work in the Board of Regents to gain any fair conception of his attributes as a man and his worth as a citizen. Men educated as civil engineers do not often give themselves over to matters that are largely sentimental, yet he did. The sentimental appealed to him very keenly, but it appealed to him as a trained engineer and not as a mere sentimentalist. He was as exact as the mathematics upon which his education was founded, and was as blunt and uncompromising as the hard facts which he was accustomed to meet in his profession and in his business, but he brought this exactness and bluntness to the aid and direction of the more sentimental interests in which he was at all times concerned: that was of course a very great aid, for above all things idealism needs the guidance of hard-headed men.

He was seldom absent from a meeting of the Board of Regents. He expressed his views concerning Regents business with all abruptness and bluntness, but he was quite willing to have discussion and was ordinarily ready to abide the result. He was a member of the Board for more than twenty years, and no one will ever say that they were not twenty years of very great importance in the history of the oldest and the most conspicuous educational board in the United States. He had a lively interest and an initial part in the educational history of New York from 1890 to 1912. No one will ever say that it was not a fair-minded part, nor will any one ever say that it was not a very free-spoken part. He was singularly fortunate, for a man who thought and spoke so freely as he did, in not creating enmities. With all his freedom of mind and quickness of speech, his soul was free from bitterness and his attachments were strong and enduring. He was for many years chairman of the committee of the Board of Regents upon the State Museum, and was admirably qualified for looking after an institution in which he was by nature and experience so much interested. He gave the Museum his personal attention, visiting it when in attendance upon the Board of Regents, and promoting its interests in every possible way. He was, fortunately for the State, among those members of the earlier Board of Regents who were continued

in the new Board by the Unification Act. He was not altogether pleased with the terms of that act, but he joined most heartily and genuinely with his associates in uniting with the Commissioner of Education to use the powers conferred upon the Board and upon the Commissioner, in rather ill-considered terms, in ways that would give the new experiment an opportunity to succeed and thereby promote the interests of New York education. Genial, scholarly, cultured, assiduous and forceful as a Regent; widely acquainted with the people and the affairs of the State and the country, and delightful as an associate, we must mourn his departure with much sorrow, and we express our sympathy to his family with all sincerity.

#### REGENT MOOT INTRODUCED TO THE BOARD

Regent Adelbert Moot was informally introduced by Regent Sexton and took his seat as a member of the Board of Regents.

#### COMMUNICATION FROM THE COMMISSIONER OF EDUCATION

STATE OF NEW YORK  
EDUCATION DEPARTMENT  
COMMISSIONER'S ROOM

*Albany, May 2, 1912*

*To the Board of Regents:*

I submit the following statements and suggestions concerning the business of the Department:

#### PROMOTIONS

Since the last meeting of the Board promotions have been made as follows:

##### **Administration Division**

Helane Brooks, *Bookkeeper*, promoted from \$480 to \$600 per annum

##### **Attendance Division**

Mabel J. Wynne, *Stenographer*, promoted from \$720 to \$900 per annum

##### **Examinations Division**

Albert C. Cramer, *Page*, promoted from \$360 to \$480 per annum

#### ADMISSION TO EXAMINATIONS FOR QUALIFYING CERTIFICATES

The proprietors of the private preparatory schools in New York City, affected by the Regents resolution of June 22, 1911, regarding admission to Regents examinations, have addressed communications



to members of the Board and claimed that they and their pupils will be subjected to serious hardship by the immediate application of the rule. Many pupils who have already commenced taking the examinations under former regulations will be debarred, it is claimed, from taking the examination for some years, as they can not give up their full time to study. Property interests of the schools may also be affected.

In the Regents examinations held in the public high schools of the State, the following regulation regarding the acceptance of papers is in force:

*e* In all academic papers written by students in recognized academic schools who have *not* given the required time to the study, upon the principal's certification of exceptional training and ability, which must be attached to each paper so claimed, 80 per cent.

There would seem to be no good reason why the same rule should not apply in all academic examinations conducted by the Regents.

In view of these facts, I recommend that the action of the Regents relating to admission to the special academic examinations for qualifying certificates, held in Albany, Buffalo, New York and Syracuse, and found on page 472 of the journal of Regents meetings, be amended so as to provide that, in the discretion of the Commissioner of Education, the age at which candidates may be exempted from the operations of the resolution may be made 19 years instead of 21 years, up to January 1, 1915.

Also that there be added at the end of the resolution the following:

But a pupil in an approved school who has not given the required time to the study may be admitted to the examination for qualifying certificates upon the principal's certificate of superior training and ability, which certificate must also be attached to each paper claimed by such candidate, and any paper so claimed that reaches a standing of 80 per cent may be accepted.

#### RECOMMENDATION FOR THE ADVANCEMENT OF MEDICINE

At a meeting of the Board of Regents held December 7, 1911, the committee on higher education through its chairman made report upon the report of the Erie County Medical Society in relation to the subject of fee splitting, and I discussed at some length "the ethics and educational standards of the medical profession," and, in conclusion, made certain recommendations.

The Board voted to defer action upon the report and recommendations until a subsequent meeting.

The question of splitting fees and the recommendations which were made for the advancement of the profession have been freely discussed in the medical journals and by different medical bodies, and because of the tenor of these comments I feel bound to refer to the matter again and to suggest that some decisive action be taken with reference to the conclusions reached and the recommendations which seem to me to be vital to the best interests of the medical profession.

In this State a medical license may be revoked for any one of the following causes:

- 1 Fraud or deceit in practice or in gaining admission to practice
- 2 Conviction of a crime
- 3 Habitual drunkenness or addiction to drugs
- 4 Engaging or undertaking to procure or perform abortion, selling or advertising for sale abortion drugs, instruments or appliances
- 5 Attempt to violate by any means whatever the provisions of section 1142 of the penal law

After a study of the laws of other states relating to the licensing of practitioners of medicine, I find that twenty states provide for the revocation of licenses for *unprofessional conduct* and that fourteen of these states define what constitutes unprofessional conduct.

Considering this subject as closely related to the ethics and educational standards of the medical profession as presented by me at the December meeting, I feel bound to recommend as follows:

1 That the following minimum course of study as recommended by the State Board of Medical Examiners be approved as a minimum for all medical schools seeking to be registered or accredited by this Board:

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL HOURS
Gross anatomy.....	330	150	.....	.....	480
Histology.....	120	.....	.....	.....	120
Embryology.....	60	.....	.....	.....	60
The laboratory requirement of the above hours shall be:					
Gross anatomy.....	240	90	.....	.....	.....
Histology.....	90	.....	.....	.....	.....
Embryology.....	45	.....	.....	.....	.....

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL HOURS
Physiology.....	90	120	.....	.....	210
Organic chemistry.....	90	.....	.....	.....	90
Physiologic chemistry.....	90	60	.....	.....	150
The laboratory requirement of the above hours shall be:					
Physiology.....	60	90	.....	.....	.....
Organic chemistry.....	60	.....	.....	.....	.....
Physiologic chemistry.....	60	45	.....	.....	.....
Bacteriology.....	70	45	.....	15	130
Pathology.....	.....	210	60	.....	270
The laboratory requirement of the above hours shall be:					
Bacteriology.....	60	30	.....	.....	.....
Pathology.....	.....	180	45	.....	.....
Surgery.....	.....	90	180	240	510
Pharmacology and therapeutics.....	.....	90	120	.....	210
Dietetics.....	.....	.....	.....	15	15
Internal medicine.....	.....	55	270	360	685
Physical diagnosis.....	.....	30	.....	.....	30
Obstetrics.....	.....	.....	90	40	130
Gynecology.....	.....	.....	30	30	60
(Plus six obstetric cases in either the third, fourth or hospital year)					
Hygiene.....	.....	.....	60	.....	60
Specialties:					
Eye.....	.....	.....	} 40	120	160
Ear.....	.....	.....			
Nose.....	.....	.....			
Throat.....	.....	.....			
Dermatology.....	.....	.....			
History of medicine.....	.....	.....	.....	.....	.....
The ethics of the medical practitioner.....	.....	.....	.....	.....	.....
Medical jurisprudence.....	.....	.....	.....	.....	.....
Medical economics.....	.....	.....	.....	30	30
General totals.....	850	850	850	850	3 400

2 That after January 1, 1913 a medical student qualifying certificate shall include one year in physics, one year in biology and one year in inorganic chemistry.

3 That any medical school admitting any student to instruction who has not completely complied with the admission requirements be forthwith excluded from the list of approved schools.

4 That steps be taken to amend the medical practice act in the following particulars:

*a* To provide that no candidate be admitted to a medical licensing examination who has not had at least one year's experience as a medical interne or resident clinical clerk in an approved hospital, either prior to or after receiving the degree of M.D.

*b* By adopting a fairly comprehensive definition of what shall constitute unprofessional conduct; and I would cause such definition to include the following points:

(1) Advertising either in his own name or in the name of another person, firm, association or corporation, in any newspaper, pamphlet, or other printed paper or document, or by writing letters or causing them to be written, wherein or whereby the medical practitioner holds himself or herself out to cure disease or defects of the sexual organs, or for being employed by any person, firm, association or corporation so advertising or announcing.

(2) Announcing professional service without compensation or the acceptance of fees in consideration of the assurance that an incurable disease may be permanently cured.

(3) Wilfully betraying a professional secret.

(4) Habitual drunkenness or addiction to drugs.

(5) The employment of any capper, solicitor, or drummer for securing patients, or the division of fees or promise of division of fees or the payment of money to any person or persons, or of any other valuable thing in return for service in securing patients.

(6) Any other act which, in the judgment of the Board of Regents, is inimical to the good name and character of the medical profession or which in the judgment of said Board tends to impair public confidence in the members of that profession.

*c* To provide for the revocation of a medical license after due notice and hearing for the following causes:

(1) Fraud or deceit in practice or in gaining admission to practice

(2) Conviction of a crime

(3) Engaging or undertaking to procure or perform abortion, selling or advertising for sale abortion drugs, instruments or appliances

(4) Attempt to violate by any means whatever the provisions of section 1142 of the penal law

(5) Unprofessional conduct

The law clearly places upon the Board of Regents the responsibility of maintaining the integrity and standards of medical practice in this State, and I am convinced that the action recommended by me would not only advance the study of medicine and elevate the practice thereof but would protect the public against ignorance in the profession and the deceit and avarice of unscrupulous practitioners who carry on their trade under the war-

rant of a regularly earned license, but who are a disgrace to the profession and a menace to the State.

RECOMMENDATION FOR RESCINDING REGISTRATION OF THE ECLECTIC  
MEDICAL COLLEGE OF THE CITY OF NEW YORK

Under date of December 14, 1911, Dr M. J. Lewi, secretary of the State Board of Medical Examiners, made report of an inspection of the Eclectic Medical College of the City of New York. After full consideration of this report, the First Assistant Commissioner forwarded, under date of January 16th, a copy of Doctor Lewi's report to the dean of the Eclectic College and stated as follows:

I am sending you the report in full in order that you may make such reply as you may deem best and proper, but I am bound to say that it appears to me that unless immediate betterment of the facilities afforded by the Eclectic Medical College can be assured, it will be my duty to recommend to the Commissioner of Education that he recommend to the Board of Regents the adoption of a resolution requiring the authorities in charge of the Eclectic Medical College to show cause why their registration as a duly approved medical school should not be rescinded.

The First Assistant Commissioner further informed the authorities of the institution that the next meeting of the Board of Regents would be held some time after the middle of March, but when the date of the meeting was set for February 22d, the authorities were duly notified under date of January 2d.

The dean of the college came to Albany for consultation with the First Assistant Commissioner and, under date of February 6th, stated in a communication that "it is the desire of the Eclectic Medical College to comply with all requirements of the State Board of Regents. This will necessitate the purchase of considerable new material and the making of some changes in the building. It will therefore be impossible for us with the limited resources at our command to assure you before the first of May next that this can be done. We therefore ask that no action be taken with reference to our college by the Board of Regents prior to their June meeting before which time we will know definitely what changes the college can make."

This petition of the dean was granted, and under date of March 30th he was notified that the next meeting of the Board of Regents would be held May 2d instead of in June, and that at this

meeting action would be taken by the Board of Regents with reference to rescinding the registration of the college.

On April 25th the dean again came to Albany for further conference with the First Assistant Commissioner in the hope that the rescinding of registration might be deferred; but the financial condition of the institution, the lack of equipment, the deficiency of clinical facilities and the general unfitness of the building for the purposes of a medical college make it practically impossible for this institution to meet the reasonable requirements of this Board; and especially because of a lack of endowment and income it is impossible for it to meet that provision of the rules of this Board which requires that before October 1, 1912 a medical school to be registered must employ at least six full-time, adequately paid instructors.

The Eclectic Medical College has been under criticism for several years and, after weighing all the conditions under which the institution has been in the past and would have to be in the future carried on, I believe that it is for the best interests of medical education in this State that its registration be rescinded.

I therefore recommend that the registration of the Eclectic Medical College of the City of New York be rescinded; but in order to protect the graduating class of the present year, I suggest this action take effect July 1, 1912.

#### RESCINDING REGISTRATION OF THE NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN

Under date of January 25, 1912, the First Assistant Commissioner transmitted to the dean of the New York Medical College and Hospital for Women a report of an inspection of the institution as made by Dr M. J. Lewi, secretary of the State Board of Medical Examiners, and dated January 19, 1912.

After careful consideration of this report the authorities were advised that there appeared to be no reason why recommendation should not be made to me that the Board of Regents be requested to rescind the registration of this institution, and that if there was a reply to Doctor Lewi's report such reply would be gladly received. The authorities of the institution requested that recommendation to the Board of Regents be deferred until the present meeting that they might have opportunity to determine what course could be pursued to meet in every particular the requirements of the Board of Regents. The request was granted.

On the 24th of April the dean of the college and one of the board of trustees, who is also an instructor in surgery in the institution, came to Albany for a conference with the First Assistant Commissioner and after a full discussion of the situation it is evident that the institution can not now meet the requirements of the Board either as to providing separate laboratories for the use of classes in different subjects or in providing six full-time, adequately paid instructors; that the finances of the institution do not at this time warrant any considerable outlay of money for buildings or for equipment, and that there is neither endowment nor other funds sufficient to pay for full-time instructors.

The representatives of the college, however, make the plea that they have few students; that they do not need all the time of any instructor in any subject and that they command all the time of all their instructors that they do need for the number of students in attendance. It must be borne in mind that the student body of this institution consists of fifteen matriculated freshmen, three special freshmen, eight sophomores, six juniors, and two seniors, making a total of thirty-four students. As this is the only medical school in the State open to women only, the authorities argue that it would be a manifest injustice to their students and to young women who wish to study medicine practically to close the institution by withdrawing registration and thus force all women in the State who wish to study medicine to matriculate in coeducational institutions or seek medical education in some other state. They argue further that they have in the last few years paid off the mortgage upon their property and now have \$5000 in bank; that their prospects for securing money are excellent and that their present building is adequate, although not so convenient as they would have it, for instructing the few students that are now in attendance. They ask that time be given them to demonstrate their ability to live and grow both in financial resources and number of students to a point where they can fully meet the requirements of the Board of Regents. They request that rescinding of registration be held in abeyance for three years; that this will enable them to graduate their present classes and give them ample time within which to meet all requirements of the Regents, if it shall be possible for them to do so, and that if they shall not be able to meet the requirements within the three years, they will at least have time in which to place their students with other institutions so that no hardship or injustice shall accrue to them.

All this seems plausible, but the fact remains that the New York Medical College and Hospital for Women does not meet the standards set for good medical schools as to equipment, nor has it such resources as to enable it to meet the educational standards of a good medical school. To grant their request that rescinding of registration in the case of this institution be withheld for three years, would warrant the deferring of the enforcement of the rules of the Board against any institution for a like period of time. It appears to me that the only fair and equitable conclusion of this matter is to rescind registration of the institution without prejudice to the present graduating class by making the action take effect July 1, 1912, with the assurance to the institution that if at any future time they shall be able to meet the full requirements of the Board of Regents as to laboratories, apparatus and teaching force, the Board of Regents will gladly consider an application for registration.

I therefore recommend that the registration of the New York Medical College and Hospital for Women be rescinded and that the action date from July 1, 1912.

#### APPOINTMENTS TO THE STATE BOARD OF MEDICAL EXAMINERS

The terms of office of three members of the State Board of Medical Examiners expire July 31, 1912. I therefore recommend the following appointments:

Arthur W. Booth M.D., 150 Main street, Elmira, to succeed himself as examiner in surgery.

William H. Park M.D., 315 West 76th street, New York City, to succeed himself as examiner in hygiene and sanitation.

Aaron B. Miller M.D., 326 Montgomery street, Syracuse, to succeed himself as examiner in obstetrics and gynecology.

These appointments are for a term of three years and date from August 1, 1912.

#### APPOINTMENTS TO THE STATE BOARD OF NURSE EXAMINERS

Miss Josephine A. Callahan R.N., of St Lawrence Hospital, having been appointed February 22, 1912 to fill out the unexpired term of Mrs Mary E. May Bell, resigned, and whose term of appointment will expire July 31, 1912, is recommended by me for appointment to the State Board of Nurse Examiners for the full term of five years. This appointment will date from August 1, 1912.



Miss Nancy E. Cadmus having resigned from the State Board of Nurse Examiners, the resignation to take effect May 1, 1912, I recommend the acceptance of this resignation and the appointment of Miss Rye Morley R.N., superintendent of the Buffalo General Hospital, Buffalo, N. Y., for appointment to fill out the unexpired term of Miss Cadmus, namely, four years and three months, dating from May 1, 1912.

Miss Morley is a graduate of the Presbyterian Hospital of New York City, and was nominated by the New York State Nurses Association at their meeting held October 18-19, 1911, for a position on the Board of Nurse Examiners. At this same meeting Miss Callahan was also nominated for a like position.

#### APPOINTMENTS TO THE STATE BOARD OF PHARMACY

The terms of office of three members of the State Board of Pharmacy expire July 31, 1912, as follows: Alfred B. Husted, Albany; George Reimann, Buffalo, and Judson B. Todd, Ithaca, deceased.

I therefore recommend appointments to the State Board of Pharmacy for a term of three years, as follows: Alfred B. Husted, Albany, to succeed himself; Willis G. Gregory, 319 Main street, Buffalo, to succeed George Reimann; Wayne B. Bissell, 500 S. Salina street, Syracuse, to succeed the late Judson B. Todd.

These appointments date from August 1, 1912.

#### APPOINTMENTS TO THE STATE BOARD OF EXAMINERS IN OPTOMETRY

The terms of office of Herbert C. Watts, 210 S. Warren street, Syracuse, and Frank B. Marchant, 36 Flatbush avenue, Brooklyn, as members of the State Board of Examiners in Optometry, expire July 31, 1912. Both of these men have served efficiently and with entire satisfaction. I therefore recommend that they be re-appointed for a term of three years to date from August 1, 1912.

#### APPOINTMENTS TO THE STATE BOARD OF EXAMINERS OF CERTIFIED PUBLIC ACCOUNTANTS

The terms of office of Charles S. McCulloh, Leon O. Fisher and Samuel D. Patterson, members of the State Board of Examiners of Certified Public Accountants, expire July 31, 1912. This board has continued to do its work with promptness and with entire satisfaction, and I therefore recommend that the men named be re-appointed. These appointments, according to the statute, are for one year, and will date from August 1, 1912.

## APPLICATION OF STANLEY H. DARLINGTON TO PRACTISE MEDICINE

In the medical licensing examination held September 1902, Stanley H. Darlington was detected using a textbook as an aid to answering the questions. He was debarred from the examination and was informed that he could not take further examinations for at least one year. After the year had elapsed he was permitted to enter an examination.

In the meantime information was furnished the Department that said Darlington had been practising medicine without a license. The Board of Censors of Erie County took up the matter and said Darlington was indicted by the grand jury of Erie county in 1904. He made application to the Special Term of the Supreme Court for a writ of mandamus to compel the University of the State of New York to give him his standings and to grant him a license. The court refused the writ. He then applied to the Department for a hearing and was given permission to appear but failed to do so. He again went to the Supreme Court for a writ of mandamus, and was again denied. October 4, 1904, he again applied for admission to the examinations but was refused. Under date of November 20, 1911 said Darlington made application by letter to take the State Board examinations to be held in January 1912. In this letter he stated he was a regularly licensed physician and surgeon in Oklahoma and that he had practised there from September 1905 to April 1911.

In view of the damaging evidence on file in this Department against Mr Darlington, he was informed that it would be necessary for him to reinforce his own statements with testimonials from reputable persons who had known him and of his career since 1904. He has placed such evidence on file in the form of his Oklahoma diploma and letters from different citizens in both Oklahoma and this State, together with an affidavit in which he "regrets the error of his ways in 1904 and is prepared to abide by and conform to the laws of the State of New York, especially with reference to the practice of medicine."

I present this petition for the consideration of the Board, without recommendation.

PETITION OF GEORGE J. GLADMAN FOR REINSTATEMENT TO PRACTISE  
MEDICINE

I submit herewith the petition of George J. Gladman for reinstatement to practise medicine. It appears that said Gladman on

or about December 18, 1903 pleaded guilty to the crime of abortion, and that upon the 22d day of December 1903 he was sentenced to be imprisoned in the Onondaga county penitentiary for a term of six months; that under date of June 23, 1904 the county clerk of Onondaga county was notified that the indorsement by the Regents, August 2, 1893, of a diploma issued by McGill University in 1886 to George J. Gladman was canceled and his license to practise medicine in this State was therefore revoked.

On the 15th day of February 1912, Governor John A. Dix pardoned said George J. Gladman, and the latter is now petitioning the Board of Regents for reinstatement to practise medicine and the issuance of a new license. Through his attorney he asks that a hearing upon this application be granted.

This application is presented for the consideration of the Board, without recommendation.

#### OUTSTANDING PROVISIONAL CHARTERS

In compliance with the vote of the Board requesting that I communicate with those institutions which have been granted provisional charters but which have failed to comply within the time limit with the provisions specified for absolute charters, I have to advise you that letters were written calling for the information sought. There were five such institutions other than libraries, and forty-two libraries. Of the five institutions, only three made reply, namely, Keuka College, Queen of the Rosary Academy at Amityville and Valonia Historical Society.

Keuka College has offered no suggestion as to the time within which it can comply with the provisions of its charter. The charter of this institution was issued in 1892, specifying a definite period of time within which it should comply with the provisions of the charter. Extensions of this time have been made at different meetings of the Board of Regents, until in 1901 the provisional charter was continued "until further notice." During all these years the Department has been extending to Keuka College every help possible, but there appears to be no prospect that the institution will ever be able to meet the requirements for an absolute charter as provided in the Regents Revised Rules. There is really no demand for a liberal arts college at Keuka, and the institution would do well to confine its attention to purely secondary work.

Queen of the Rosary Academy makes reply that in 1907 that institution made application for an absolute charter but was inel-

igible to receive the same because it had already been incorporated under the title of Nuns of the Order of St Dominic; that upon advice from this Department it made application for admission to the University because its only aim and purpose is to share in the academic privileges resulting from connection with the University. It does not appear that any action has been taken looking to its admission; but on November 9, 1909 the academy was notified that the "provisional charter granted to the Queen of the Rosary Academy December 13, 1906 assures to the institute all its academic privileges and will continue in full force until action to the contrary is taken by the Regents." It appears from this that the institution is laboring under the impression that it has met all the requirements that it needs to meet for its purposes, namely, the enjoyment of privileges accruing from admission. It appears to me that the procedure in this case should be as follows:

The revocation of the provisional charter and the admission to the University of Queen of the Rosary Academy.

The Valonia Historical Society appears to be in active operation; has one hundred ten members; has secured desirable headquarters for its relics, bookcases etc. Meetings are held monthly with a large attendance and as this is only a historical society and no property qualification is fixed either by law or Regents rule for acquiring an absolute charter, it would seem advisable to grant the society an absolute charter, upon application.

No information whatever has been obtainable concerning the Brooklyn Postgraduate Medical School or the New York School of Industrial Art.

Of the forty-two libraries holding provisional charters it appears that twenty-one are submitting applications for absolute charters. Of the remaining twenty-one, five are understood to have the requisite property and will probably apply for an absolute charter in the near future; two of these five located at summer resorts can not at this season bring their trustees together. Of the remaining sixteen, all are in small places and find it very difficult to get together \$1000 even in the course of many years. Replies from only two of these sixteen have been received. A second letter has been sent to them. It is possible that two or three of the weaker libraries may have to be transferred or abandoned. Four or five of them although not at present able to apply for an absolute charter, will probably be able to do so in the course of another year.

## REGISTRATION OF COLLEGES AND PROFESSIONAL SCHOOLS

I recommended that the following colleges and professional schools be registered as meeting the approval of the Department.

§ 401 *Approved colleges or universities*

Name of institution	Location	President	Degrees registered
University of North Carolina...	Chapel Hill, N. C. .	Francis P. Venable. ....	B.A.
University of Washington.....	Seattle, Wash.....	Thomas F. Kane . . . . .	B.A.

§ 403 *Approved colleges and universities conforming to the order of the Court of Appeals*

Name of institution	Location	President	Degrees registered
College of New Rochelle . . . . .	New Rochelle, N. Y. .	Mother M. Irene (Dean).	B.Mus.
Lawrence College.....	Appleton, Wis. ....	Samuel Plantz. ....	B.A.
Muhlenberg College.....	Allentown, Pa.....	John A. W. Haas.....	B.A., B.S., Ph.B.
Ohio University.....	Athens, O. ....	Alston Ellis. ....	B.A., B.S.
Pomona College.....	Claremont, Cal.....	James A. Blaisdell. ....	B.A., B.S.
University of North Carolina .	Chapel Hill, N. C. .	Francis P. Venable . . . .	B.S. in Med.
University of Washington.....	Seattle, Wash.....	Thomas F. Kane . . . . .	B.S. in engi- neering

§ 404 *General credentials*

Name of institution	Location	President	Degrees registered
College of New Rochelle . . . . .	New Rochelle, N. Y. .	Mother M. Irene (Dean).	Ph.B., B.S.
Lawrence College.....	Appleton, Wis. ....	Samuel Plantz. ....	B.A.
Muhlenberg College.....	Allentown, Pa.....	John A. W. Haas.....	B.A., B.S., Ph.B.
Ohio University.....	Athens, O. ....	Alston Ellis.....	B.A., B.S.
Pomona College.....	Claremont, Cal.....	James A. Blaisdell.....	B.A., B.S.

§ 407 *Approved schools of law*

Name of institution	Location	Dean
Northwestern University Law School.....	Chicago, Ill.....	John Henry Wigmore
New York Law School.....	New York, N. Y. ....	George Chase

§ 408b *Schools of education*

Name of institution	Location	President	Degrees registered
Ohio University.....	Athens, O. ....	Alston Ellis....	B.S. in Ed

§ 452 *Approved schools of nurse training*

Name of institution	Location	Superintendent
Butler Hospital Training School for Nurses	Providence, R. I. ....	G. Alder Blumer
Providence Hospital Training School....	Washington, D. C. ....	Sister Camilla
Training School for Nurses of the Woman's Hospital Association of Batavia.....	Batavia, N. Y. ....	Etta E. Robbins

## RESCINDING OF REGISTRATION

I recommend that the registration of the following institutions be rescinded:

Name of institution	Location	President
McKillop Veterinary College.....	Chicago, Ill. ....	Charles Frazier
Chicago Veterinary College.....	Chicago, Ill. ....	Joseph Hughes
[The two above are accredited only]		
Eclectic Medical College of the City of New York.....	New York, N. Y. ....	Samuel W. Hardy (Dean)
New York Medical College and Hospital for Women.....	New York, N. Y. ....	Helen Cooley-Palmer (Dean)
Our Lady of Victory Training School for Nurses (Benedictine).....	Kingston, N. Y. ....	Sister M. Ignatia (Secretary)
Bushwick Hospital (Jewett) Training School for Nurses.....	Brooklyn, N. Y. ....	R. Margaret Sauter (Sup't)
Canandaigua Hospital of Physicians and Surgeons.....	Canandaigua, N. Y. ....	E. L. Morrison (Sup't)
Lexington Heights Hospital.....	Buffalo, N. Y. ....	Alta E. Phillips (Sup't)

Respectfully submitted

A. S. DRAPER

*Commissioner of Education*

## ACTION BY THE REGENTS

The Regents unanimously took the following action upon the statements and recommendations of the Commissioner of Education:

*First:*

On motion of Regent Sexton,

*Voted*, That the promotions be approved as reported.

*Second:*

On motion of Regent Elkus,

*Voted*, That the action of the Regents taken June 22, 1911, relating to admission to the special academic examinations for qualifying certificates, held in Albany, Buffalo, New York and Syracuse, as set forth on page 472 of the journal of Regents meetings, be amended as recommended by the Commissioner of Education.

*Third:*

On motion of Regent Vander Veer,

*Voted*, That the recommendations of the Commissioner of Education concerning the educational requirements as to medical education be approved.

*Fourth:*

On motion of Regent Moot,

*Voted*, That the Regents approve the recommendations of the Commissioner of Education in relation to amendment of the Medical Practice Act, and request the law committee of the Board of Regents to draft an act amendatory to the Medical Practice Act carrying out said recommendations, and to make a report on the same at the next meeting of the Board.

*Fifth:*

On motion of Regent Sexton,

*Voted*, That the registration of the Eclectic Medical College of the City of New York be rescinded, as of July 1, 1912.

*Sixth:*

On motion of Regent Littauer,

*Voted*, That the registration of the New York Medical College and Hospital for Women be rescinded, as of July 1, 1912.

*Seventh:*

On motion of Regent Moot,

*Voted*, That, because of his previous record in this State, the application of Stanley H. Darlington for admission to the medical licensing examination in this State be denied.

*Eighth:*

On motion of Regent Elkus,

*Voted*, That, after full consideration of all the facts in the case of George J. Gladman who petitions this Board for a new license to practise medicine in this State, in the place of the one which was annulled by the Regents in June 1904, and for a hearing upon his application, it is the unanimous sentiment of the Board that such license should not be issued; therefore the petition is denied.

*Ninth:*

On motion of Regent Vander Veer,

*Voted*, That Dr Arthur W. Booth of Elmira, Dr William H. Park of New York City, and Dr Aaron B. Miller of Syracuse, be

reappointed members of the State Board of Medical Examiners each for a term of three years from August 31, 1912.

*Tenth:*

On motion of Regent Vander Veer,

*Voted,* That Miss Josephine A. Callahan R.N. be appointed to succeed herself as a member of the State Board of Nurse Examiner for the full term of five years dating from August 1, 1912; also, that Miss Rye Morley R.N. be appointed a member of the State Board of Nurse Examiners to fill out the unexpired term of Miss Nancy E. Cadmus, resigned.

*Eleventh:*

On motion of Regent Moot.

*Voted,* That the vacancies in the State Board of Pharmacy be filled by the following appointments: Alfred B. Husted of Albany to succeed himself; Willis G. Gregory of Buffalo, to succeed George Reimann of Buffalo; Wayne B. Bissell of Syracuse, to succeed the late Judson B. Todd of Ithaca; each appointment to be for the full term of three years from August 1, 1912.

*Twelfth:*

On motion of Regent Littauer,

*Voted,* That Herbert C. Watts of Syracuse, and Frank B. Marchant of Brooklyn, be appointed to succeed themselves as members of the State Board of Examiners in Optometry, each for a term of three years from August 1, 1912.

*Thirteenth,*

On motion of Regent Littauer,

*Voted,* That Charles S. McCulloh, Leon O. Fisher, and Samuel D. Patterson, all of New York City, be appointed to succeed themselves as members of the State Board of Examiners of Certified Public Accountants, each for a term of one year from August 1, 1912.

*Fourteenth:*

On motion of Regent Vander Veer,

*Voted,* That the matter of provisional charters of institutions which have failed within the time limit to comply with the requirements for absolute charters, be referred to the charter committee with a request for a report and recommendations at the next meeting.



*Fifteenth:*

On motion of Regent Sexton,

*Voted*, That the institutions named in the list of colleges and professional schools, submitted by the Commissioner of Education, be registered as maintaining required, approved and proper standards.

*Sixteenth:*

On motion of Regent Sexton,

*Voted*, That the registration of the institutions named in the list submitted by the Commissioner of Education be rescinded, as recommended.

## DEDICATION EXERCISES OF EDUCATION BUILDING

The committee appointed at the meeting of February 22d reported a tentative plan of procedure and program of exercises as follows:

1 That a brochure illustrating both exterior and interior views of the building and some of the unique treasures in the custody of the Board of Regents, and setting forth the organization and activities of the various divisions of the Education Department, be prepared for distribution as a souvenir of the occasion.

2 That formal invitations to educational institutions and leaders in other states and countries be issued, requesting attendance in person or by representatives, and that every practicable attention be extended to all advising us of the acceptance of the invitation.

3 That the morning of Tuesday, October 15th, be devoted to registration and greetings.

4 That the first formal session be held at 3 p. m. Tuesday, October 15th, and that it be devoted to the interests of libraries and museums.

5 That the second session be held at 8.15 Tuesday evening, October 15th, and be devoted to the interests of the public elementary and secondary schools.

6 That the third session be held at 10 a. m. Wednesday, October 16th, and be in the interests of educational extension and private schools.

7 That the fourth session be held at 3 p. m. Wednesday, October 16th, and be devoted to the interests of universities and professional schools.

8 That Wednesday evening, October 16th, be devoted to a recep-

tion, possibly to be preceded by a dinner, or several dinners, to invited guests, or other expressions of the social spirit.

9 That the fifth session be at 10 a. m. Thursday, October 17th, and be for the presentation of delegates and the reception of congratulatory addresses.

10 That the sixth and final session be at 3 p. m. Thursday, October 17th, and be occupied by the dedicatory address, to be followed by brief addresses by the Governor and the former Governors of the State so far as their presence can be secured.

11 That the Commissioner of Education arrange with eminent educationists to make the addresses contemplated by this program.

12 That the building be suitably decorated and that appropriate music be arranged for the social evening and the dedicatory exercises.

13 That a full report of all the exercises be published in attractive form.

ST CLAIR MCKELWAY

PLINY T. SEXTON

EUGENE A. PHILBIN

WILLIAM NOTTINGHAM

*Committee*

On motion of Regent Sexton, it was

*Voted*, That the Commissioner of Education be charged with carrying out the foregoing report and with the issuance of invitations for the dedication of the Education Building; that he extend invitations to appropriate speakers for the different sessions, and that he be empowered to select a committee of five members of the Board of Regents, upon whom he may call for suggestions or other assistance.

The Commissioner named Vice Chancellor McKelway and Regents Vander Veer, Philbin, Elkus and Littauer as the said committee.

#### REGENTS ADDRESS AT DEDICATION EXERCISES

On motion of Regent Philbin, it was unanimously

*Voted*, That owing to the uncertainty of the attendance of Chancellor Reid at the dedication exercises of the Education Building in October next, Vice Chancellor McKelway be requested to deliver the Regents address at said exercises.

## REPORT OF THE CHARTER COMMITTEE

Regent Sexton as chairman of the charter committee presented its report and recommendations, upon which the following action was taken :

## PROVISIONAL CHARTERS GRANTED

**East Bloomfield Free Library.** *Voted*, That a provisional charter be granted incorporating Sarah H. Hollister, Louise W. Case, Fred H. Hamlin, Patrick A. Neville and Fannie L. Wheeler and their associates and successors as a free public library under the corporate name of East Bloomfield Free Library, to be located at Holcomb in the town of East Bloomfield, Ontario county, N. Y., with five trustees to be at first the persons named as incorporators to hold, in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**Joseph Hooper Free Library.** *Voted*, That a provisional charter be granted incorporating Judah R. Jones, Susan M. Hadsell, Elizabeth Richmond, Clemence W. Bull and Olive R. Hand and their associates and successors as a free public library under the corporate name of Joseph Hooper Free Library, to be located at Lebanon Springs, Columbia county, N. Y., with five trustees to be at first the persons named as incorporators to hold, in the order of their naming for, respectively, one, two, three, four and five years, and their successors to hold for terms of five years to be elected one each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire \$1000 worth of property available for its use and support and be maintaining, to the satisfaction of the Regents, a library of proper standard.

**The Knox School.** *Voted,* That a provisional charter be granted incorporating Louise Phillips Houghton, Mary Louise Bancroft and Augustus S. Houghton and their associates and successors as a boarding and day school for the education and training of girls and young women, under the corporate name of The Knox School; to be located in the town of Ossining, Westchester county, N. Y., with three trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$25,000 of which such proportions may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Massee Country School.** *Voted,* That a provisional charter be granted incorporating W. Wellington Massee, Florence M. Massee and George Matthew and their associates and successors as a boarding and day school for boys, under the corporate name of Massee Country School, to be located in the village of Bronxville, Westchester county, N. Y., with three trustees to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$25,000 of which such proportions may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holder thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**Drake Business School.** *Voted,* That a provisional charter be granted incorporating Albert J. Gleason, Thomas G. O'Brien, Mary C. O. O'Brien, Emma D. Gleason, Frederick B. Knowlton and

John McLaren and their associates and successors as a business school under the corporate name of Drake Business School, to be located in the town of Wyandanch, Suffolk county, N. Y., with six trustees, who need not be shareholders, to be at first the persons named as incorporators to hold until their successors, who may be salaried employees of the corporation, shall be chosen by its shareholders at and for such time or times as their by-laws shall provide; with power to the corporation to have a capital stock of \$22,500 of which such proportions may be common and preferred stock and be issued in such denominations and upon such terms as the trustees shall determine, and upon which may be distributed to the holders thereof dividends or shares of the surplus profits of the corporation; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire resources and equipment deemed suitable and sufficient by the Regents for its chartered purposes and be maintaining to their satisfaction a school of approved standards.

**The Brooklyn Music School Settlement.** *Voted,* That a provisional charter be granted incorporating Natalie S. Kennedy, Clara L. Ogden, Alice L. Morse, Mary E. T. McDermott, Caroline W. Barrett, Ruth Dudley, Cora P. Mallory, Florence R. Sackett, Sarah Stebbins Dennen, Josephine A. Rathbone, Louise C. Howard, Florence M. Blum, Nicholas de Vore, Charles L. Safford, Seymour Barnard, Clara Lee Ogden, Anne E. Lupton, John Haynes Holmes, Alfred G. Robyn and Walter H. Crittenden and their associates and successors as a school for instruction in music, under the corporate name of The Brooklyn Music School Settlement, to be located in the borough of Brooklyn, in the city of New York with twenty trustees to be at first the persons named as incorporators to hold until their successors shall be chosen by the corporation, whose membership may be increased or decreased in such manner and upon such terms as shall be provided for by general rules of its trustees, who may fix, from time to time, by unanimous vote of their full board, their terms of office and their number, which shall not be more than twenty-five nor less than three; and that such provisional charter will be replaced by an absolute charter if within five years the corporation shall acquire property, available for its use and support, sufficient for its chartered purposes, in the judgment of the Regents of the University of the State of New York, and be maintaining an institution and work

of public usefulness and educational character satisfactory to them.

#### PROVISIONAL CHARTERS REPLACED BY ABSOLUTE CHARTERS

*Voted*, That the following libraries, having sufficiently met the conditions required therefor, absolute charters be granted to replace their provisional charters:

Arcade Free Library, incorporated June 28, 1905  
 Bainbridge Free Library, incorporated March 12, 1908  
 Bayville Free Library, incorporated December 3, 1903  
 Castleton Public Library, incorporated April 1, 1909  
 Clayton Free Library, incorporated June 27, 1904  
 The General James Clinton Free Library, incorporated October 28, 1909  
 Eden Free Library, incorporated August 31, 1911  
 Greenport Library, incorporated December 21, 1907  
 Honeoye Public Library, incorporated June 29, 1903  
 Livingston Free Library, incorporated December 13, 1906  
 Lodi Whittier Library, incorporated December 21, 1899  
 Denton Library, incorporated July 2, 1902  
 Ovid Free Library, incorporated December 21, 1899  
 Riverhead Free Library, incorporated October 15, 1896  
 Margaret Reaney Memorial Library, incorporated June 9, 1910  
 Sodus Circulating Library, incorporated October 17, 1907  
 Springfield Free Library, incorporated June 26, 1895  
 Tomkins Cove Public Library, incorporated December 17, 1896  
 Hebron Free Library, incorporated December 21, 1899  
 Whitehall Free Library, incorporated October 28, 1909

#### AMENDMENTS OF CHARTERS

**Crown of the Law Association.** *Voted*, That upon the unanimous request of the trustees of the Crown of the Law Association, voted at their meeting of March 12, 1912, at which every trustee was present, the charter of the said association, which was incorporated by the Regents on December 7, 1911, be amended by inserting, after the words "free of charge," the words "at Jaffa, in Palestine," and by striking out, after the immediately succeeding words "to poor Jewish children," the words "in Palestine."

**The University of Nanking.** The required statutory notices and hearing having been given, as directed by the Regents at their meeting of February 22, 1912, and no objection having been made

to the proposed amendment, upon recommendation of the charter committee it was

*Voted*, That the first paragraph of the charter of The University of Nanking, which was incorporated by the Regents on April 19, 1911, be amended so as to read as follows:

*Voted*, That the first paragraph of the charter of The University of the State of New York have granted this charter incorporating Ralph E. Diffendorfer, Eben B. Cobb, Stephen J. Corey, F. Watson Hannan, Louis H. Severance, Archibald McLean, Frank A. Horne, Robert E. Speer and Joab H. Banton and their associates and successors, under the corporate name of The University of Nanking, to be located in the city of Nanking, in the Province of Kiangsu, in the Empire of China, with nine trustees to be at first the persons named as incorporators to hold in the order of their naming, the first three for the year 1911, the second three for the year 1912, and the last three for the year 1913, and their successors to hold for terms of three years, to be chosen three each year — one by the Board of Foreign Missions of the Methodist Episcopal Church, one by the Foreign Christian Missionary Society, and one by the Board of Foreign Missions of the Presbyterian Church in the United States of America.

**Round Lake Summer Institute.** The charter committee reported that the Round Lake Summer Institute was incorporated as an academy with a capital stock, by the Regents on January 10, 1889, with a provisional charter, which was replaced by an absolute charter on January 30, 1890; that it appears from a certified extract from the minutes of the meeting of March 26, 1912, of the trustees of the institute, that those present then adopted the following preamble and resolutions:

Whereas, While the charter of this corporation, Round Lake Summer Institute, authorizes it to have a capital stock to be issued in shares, no such shares have ever been issued, and the corporation has no such capital stock and no shareholders, and desires to be a membership corporation instead of a stock corporation, therefore,

Resolved, That the Regents of the University of the State of New York be hereby requested to amend the charter of Round Lake Summer Institute as follows:

1 By striking out the provision authorizing the institute to have a capital stock, and thus changing it from a stock corporation to a membership corporation.

2 In accordance with the petition, to be presented herewith, from all of the living original and all of the present acting trustees of the corporation, the authorized number of its trustees be

reduced to nine, to be Eugene Liseman, George F. Bond, William H. Hughes, John D. Rogers, Jacob V. Jacobs, William A. Bedell, Joseph E. King, Irwin Esmond and William L. Howland, who shall hold, in the order of their naming, three for one year, three for two years and three for three years, and their successors to hold for terms of three years to be elected three each year by the members of the corporation, whose number may be increased or decreased in such manner and upon such terms as it, or its trustees by its authority, shall by general rules provide.

Accompanying the application for the foregoing requested amendments were consents thereto by all the trustees of the institute and by the trustees of the Round Lake Association and a waiver of any rights which such association might have to capital stock of the said institute.

Upon recommendation of the charter committee, it was

*Voted*, That the Commissioner of Education be authorized and requested to mail to the usual address of every trustee of the said institute, at least 30 days prior to the next meeting of this Board, a notice that at such meeting a hearing will be given at which will be considered any objections to the proposed amending of the charter of the said institute; and that the notices for the next meeting of the Regents shall specify that action is then to be taken on such proposed amending.

**The New York Institute for the Education of the Blind.** The committee reported favorably upon the application in behalf of The New York Institution for the Blind for an amendment of its charter changing its corporate name to that of The New York Institute for the Education of the Blind.

Upon such report it was

*Voted*, That the Commissioner of Education be authorized and requested to mail to the usual address of each trustee of The New York Institution for the Blind, at least 30 days prior to the next meeting of the Board of Regents, a notice that at such meeting a hearing will be given at which will be considered any objections to the proposed amendment of the charter of the said institution, and that the notices for the next meeting of the Regents shall specify that action is then to be taken on the proposed amendment.

#### ADMISSION TO THE UNIVERSITY

**New York Kindergarten Association.** Upon the authorized application, in its behalf, of Hamilton W. Mabie, its president,

*Voted*, That the New York Kindergarten Association be ad-



mitted to the University of the State of New York, as one of the institutions thereof.

#### ACADEMIES ADMITTED

*Voted*, That the following institutions be admitted to the University, as schools of academic grade:

Bay Ridge High School, in the borough of Brooklyn, in the city of New York.

The academic department of union free school district no. 3 of the town of Eastchester, Westchester county, to be known as Bronxville Union School.

The academic department of union free school district no. 5 of the town of Greenburgh, Westchester county, to be known as Ardsley Union School.

The academic department of union free school district no. 5 of the town of Chazy, Clinton county, to be known as West Chazy Union School.

Our Lady of Wisdom Academic School, of Ozone Park, N. Y.

Mary Immaculate Academic School, of Buffalo, N. Y.

St Mary's School, of Strykersville, Wyoming county, N. Y.

#### REGISTRATION OF LIBRARIES

*Voted*, That, in compliance with the request of the trustees in each case, the following libraries, which have been found on official inspection to be meeting the requirements of the Regents, be registered as maintaining a proper standard:

Eden Free Library

Newfane Free Library

Sherrill Free Library

#### SPECIAL GRANTS TO LIBRARIES

*Voted*, That a grant of \$100 be made to East Bloomfield Free Library, and of \$32 to Joseph Hooper Free Library, if an equal amount be otherwise provided in each case before October 1, 1912, and the purposes for which the money will be used be approved by the Commissioner of Education.

#### NEW ROCHELLE LIBRARY

Regent Philbin, as chairman of the committee on educational extension, presented the following report:

The New Rochelle Library, which has been the subject of some consideration, still declines to carry out the suggestions made by

the Regents that it increase its space for library purposes by using for such purposes, so far as practicable, all the premises leased by said library, upon the ground of not receiving funds from the city and also because they are soon to have a new library building.

The fact is, however, that the new library building will not be ready for use within a year at the best, and it seems to this committee that drastic action should be taken to compel the trustees of the New Rochelle Library to comply with our regulations.

Upon motion of Regent Philbin,

*Voted*, That, it appearing that the New Rochelle Library trustees have not complied with the recommendations of the Board of Regents contained in the resolutions adopted at the meeting of the Regents held on the 7th day of December 1911, the matter be referred to the committee on educational extension to give the notice provided for in section 1130 of the Education Law, unless said recommendation is promptly complied with to the satisfaction of said committee.

#### COMMITTEE ON LICENSES

On motion of Regent Philbin,

*Voted*, That section 5 of the Regents Revised Rules be amended by the addition of a committee on licenses.

The Vice Chancellor appointed as such committee, Regents Philbin, Vander Veer, Lord, Elkus and Moot.

#### MATTERS CONCERNING PUBLIC LIBRARIES

Regent Philbin called to the attention of the Board the fact that under section 562 of the Regents Revised Rules, jurisdiction of all libraries is vested in the Educational Extension Division, and suggested that it would be well to have the understanding that all matters brought before the Board referring to libraries, exclusive of charter matters, should be referred to the committee on educational extension.

On motion of Regent Moot,

*Voted*, That all matters referring to public libraries requiring the attention of the Regents and not involving charters, be referred to the committee on educational extension.


## REPORT OF THE FINANCE COMMITTEE

Regent Littauer for the finance committee presented the usual statement from the National Commercial Bank, showing the amount on deposit to the credit of the New York State Education Department at the close of business on April 30, 1912, to be \$8132.31, and also the usual certificate of a representative of the Comptroller's office relating to the books, accounts and deposits of the Department up to and including May 1, 1912, which were accepted and ordered filed.

Thereupon, on motion, the Board adjourned.

Attest

The foregoing minutes of the meeting of the Board of Regents, held May 2, 1912, were duly approved and confirmed at a meeting of said Board held August 29, 1912.

A large, stylized handwritten signature in dark ink, appearing to read 'A. V. Conner', with a long, sweeping flourish extending from the bottom right.

*Commissioner of Education*



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